Creative Learning Design

Course #: INTM-SHU 236A-1 (4 credits)
Summer 2018
Meeting Times: Tuesdays and Thursdays 1-4pm
Location: Room 900 - PCI Classroom
Instructors: Alex Ruthmann & Willie Payne
Course Coordinator: Yilu Guo

Overview

The market for creative educational experiences in afterschool settings for youth in China is exploding. For-profit educational service companies are competing and searching for differentiated, learning experiences in music, coding, and creative project based learning that will attract high-paying parents looking for the best supplemental education for their children. This practical, hands-on course will explore questions such as: How can we design engaging, creative learning experiences that are relevant to the cultural goals and needs of today’s youth in China, while laying the foundation for creative learning for the workforce of tomorrow? What are engaging, effective creative learning resources, and how are they best implemented in Chinese learning settings? How can we take advantage of young people’s near ubiquitous love of music and technology to facilitate creative learning?

In this course, students will work in teams to design digital learning resources and experience designs at the intersection of music, coding, arts, and technology. The course will begin with an introduction to emerging trends in learner engagement and design-based research, especially related to web- and mobile-based musical experiences and principles of making music with new media. Innovations in and applications of musical interaction, interactive technologies, user-centered design & engagement, scaffolded learning, creative learning, pedagogies of play and making, and educational entrepreneurship will also be explored.

Students will work together in teams and paired with a partner audience of learners and teachers in Shanghai drawn from local and regional international schools (e.g. Alibaba’s
Cloud Valley), technology startups (e.g., Tinkamo), and cultural partners (e.g., Shanghai Symphony). Together they will assess the needs and opportunities of partner students and teachers, and engage in a two-stage iterative, reflective co-design process prototyping custom learning resources and experience designs with their partner end users. At the end of the course, students will present and demo their learning resources as part of a public showcase to an external audience of partners, educators, technologists, musicians, entrepreneurs, and experience designers in Shanghai.

Course Structure

This course will blend experiences across the following categories:

- In-class discussions and presentations
- Out of class readings and group work
- Lab experiences making and creating creative learning resources
- Field trips to creative learning environments across Shanghai and beyond
- User testing of group projects with end users
- Individual written and media-based reflections and documentation

The architecture of the course is summarized in the following table:

<table>
<thead>
<tr>
<th>Classes 1-4 Research &amp; Get to Know Your Audience</th>
<th>Class Experiences</th>
<th>Project work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions, field trips to learning sites, core readings, creative project workshops, discussions on learning design, creativity, iterative and human-centered design, prototyping, and user research methods</td>
<td>Audience discovery interviews, background reading and video critiques, team selection; Ideation and work plan creation. Orientation and initial work designing creative learning projects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classes 5-8 Design Cycle #1</th>
<th>Project work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical prototyping strategies; MusEDLab Design Kits, LEGO Serious Play Kits, prototyping first experience designs for course partners</td>
<td>Prototype and field test first iteration creative learning resources and learning designs with partners. Curating, critiquing, and creating creative learning resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classes 9-12 Design Cycle #2</th>
<th>Project work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating field-based feedback on creative learning resources and designs; Where/how is there learning? Where/how is there engagement? Prototyping second experience designs for course partners. Exhibition of</td>
<td>Integrate peer-feedback into creative experience designs, create public presentations and group demos; rehearsal for final presentations; finalizing learning resources</td>
</tr>
</tbody>
</table>
Learning Objectives and Outcomes

By the end of this course, student will be able to:

- Discuss and critique traditional and innovative approaches to creative learning and experience design.
- Analyze freedoms and frictions within technological and experience designs.
- Use technology to produce, develop, document, create and share creative and educational concepts, processes and materials.
- Articulate and discuss issues related to creative learning and teaching in schools, communities, online, and hybrid spaces.
- Implement a user-centered process to the design of experiences for audience engagement, learning and development.
- Thoroughly document a multi-iteration design process.
- Synthesize and apply recent research and innovative practices in experience design for learning.
- Collaborate in the development of creative learning resources experience designs based on the needs of a specific audience.

Deliverables and Grading

<table>
<thead>
<tr>
<th></th>
<th>Design Cycle #1 Presentation</th>
<th>Design Journal Slide Deck</th>
<th>Design Cycle #2 Presentation</th>
<th>Final Essay/Creative Format Project</th>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode</strong></td>
<td>Group</td>
<td>Individual</td>
<td>Group</td>
<td>Individual</td>
<td>Individual</td>
</tr>
<tr>
<td><strong>Percentage of Grade</strong></td>
<td>15%</td>
<td>30%</td>
<td>15%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td>(i) organization and clarity of the oral, visual, and/or written material</td>
<td>(ii) accuracy and depth in use of concepts from class materials</td>
<td>(iii) power and originality of insights provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i) level of pre-class preparation indicated by comments made in class</td>
<td>(ii) engagement in discussion in class of assigned materials</td>
<td>(iii) engagement in feedback in class on fellow students’ work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The grading scale for the course is from A to F, where the grades indicate:

A: excellent organization and clarity in all work, accurate and in-depth use of concepts, powerful and original insights, well-prepared and effective class contributions
B: good performance with respect to these same criteria, with sound general grasp and good, but-not-always-excellent content and engagement evidenced
C: satisfactory performance with respect to these criteria, with basic understanding and engagement evidenced
D: passable performance with respect to these criteria, with superficial understanding and limited engagement evidenced
F: unsatisfactory performance with respect to these criteria.

Course Resources

Students with Disabilities
NYU is committed to providing equal educational opportunity and participation for students with disabilities. It is NYU Shanghai’s policy that no student with a qualified disability be excluded from participating in any NYU Shanghai program or activity, denied the benefits of any NYU Shanghai program or activity, or otherwise subjected to discrimination with regard to any NYU Shanghai program or activity.

The Henry and Lucy Moses Center for Students with Disabilities (CSD) in New York determines qualified disability status and assists students in obtaining appropriate accommodations and services. CSD operates according to an Independent Living Philosophy and strives in its policies and practices to empower each student to become as independent as possible. Their services are designed to encourage independence, backed by a strong system of supports.

Any student who needs a reasonable accommodation based on a qualified disability is required to register with the CSD for assistance. They should contact the Director of the Academic Resource Center, Cydney Delia (cydney.delia@nyu.edu) for assistance in registering.
Tutoring and Writing Support
The Academic Resource Center (ARC) provides tutoring and support to students looking to reach their highest academic potential. Students can schedule a meeting, or drop by, for any of the following:

- Individual and small-group tutoring in over 30 STEM and Business & Economics courses
- Individual writing consultations at any stage of the writing process
- Academic coaching in areas such as time management, reading & note-taking strategies, exam preparation, and goal setting
- Workshops on writing, academic skills, and technologies
- Group study and conversation circles

Students are also welcome to study on their own in the comfortable, supportive atmosphere of the ARC.

Library and Research Services
The Library is available to support your research needs. We have access to 14,000 print resources, 2,000 DVDs, and 1,000 databases (including over a million e-books, as well as streaming audio & video and image databases). Librarians with expertise in fields such as Business, Economics, Humanities, Science (STEM), and Social Sciences are available in-person and online to help you with your research. Our services include:

- One-to-one consultations to help you with your research projects
- Reference Desk hours in the library for immediate help with finding & using resources
- Workshops throughout the semester on research strategies, special databases, academic integrity, and using citation tools

Visit the Library on the 4th floor, or go to https://shanghai.nyu.edu/academics/library to learn more.
Academic Integrity

It is a condition of passing this course that students read and adhere to the NYU Shanghai policy on academic integrity as described at https://shanghai.nyu.edu/academics-curriculum-bulletin.

Readings and Learning Resources


LEGO Corporation. (n.d.). *Serious Play Starter Kit*.

Madsbjerg, Christian & Rasmussen, Mikkel. (March, 2014). An anthropologist walks into a bar… To understand what makes your customers tick, you have to observe them in their natural habitats. *Harvard Business Review*. 92(3), 80-90.


Ruthmann, Alex., and MusEDLab. (2017). MusEDLab Design Kit


Class Schedule

See [Course Calendar at this link](#).

Learning Process Journal Slide Deck

Each class member will create a personal Google Slide deck for this course. This deck will be made viewable to all members of this course. After each class, you will **critique**,
**curate**, and **create** distill and share the key insights into your personal learning & teaching process in the form of a summary blog entry describing the work you did for the class that week. Design Journal updates are due by Midnight the Sunday before the next class in order for the instructors and class members to review materials.

Prompts for Design Journal entries will be shared in each class.

*The purpose of this set of blog entries is to document in an ongoing way your personal engagement with class materials, and as a means for you to document and become aware of your own processes of learning and growth throughout the course.*

**Design Cycle #1 Presentation**

*The core experience in this course is working as part of a team in the iterative design, implementation, and user testing of digital learning resources and experiences together with and for a partner organization. This project has 3 main phases:*

1. **Identify and get to know the challenges, pains, and desired gains of your chosen audience. Research partner and design contexts.**

2. **Iterate the design of your technology and/or experience with your chosen audience (Imagine, Create, Play, Share, Reflect, Imagine…)**

3. **Iterate a second, final time; Organize and Present your new user-tested music technology and/or experience design to the project partners and the NYU Shanghai community in a public exhibition.**

Your team’s first-round presentation will consist of a 20-minute presentation which accord with the following template. (For each presentation, there will be 10 minutes scheduled afterwards for class and audience questions and discussion.)

- 60% - Introducing your partner audience & context & problem(s) to be solved
- 20% - Sharing your partner’s earning goals and challenges
• 20% - Sharing first prototype creative experience designs and areas for improvement

You should devote the majority of your presentation time to introducing your partner audience, followed by the learning goals/challenges you will be addressing. Finish up with a presentation of your first-iteration experience design and learning resources.

**Design Cycle #2 Presentation**

Your team’s second-round presentation will consist of a 5-10-minute presentation/demo which accord with the following template. (For each presentation, there will be 10 minutes scheduled afterwards for audience questions and discussion.)

• 20% - Re-introducing your partner audience & personas.
• 20% - Sharing updated learning goals and challenges and problems to be solved
• 60% - Presenting your second-prototype creative experience design and learning resources

You should devote the majority of your time to presenting your second iteration prototype of your creative learning experience design, focusing on your team’s process of design and how your design addresses your partner’s design challenge.

**Final Essay/Creative Format Project**

Reflecting on and synthesizing your individual work and learning throughout this class, you will create a 3-5 page reflective essay (supplemented with media, citations, and references to your group project where appropriate) documenting the design, learning, teaching, and reflective growth processes experienced throughout this course. Your essay should address the practical strategies and implications you plan on taking into your future design and/or education work and the personal the “ah ha!” moments you experienced in this course. Alternative, creative formats for this project are welcome!