PROGRAMS IN
DIGITAL MEDIA DESIGN FOR LEARNING
EDUCATIONAL COMMUNICATION AND TECHNOLOGY
GAMES FOR LEARNING

Department of Administration, Leadership, and Technology

INFORMATION FOR APPLICANTS, Fall 2012

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The program in Digital Media Design for Learning (DMDL) awards the Master of Arts degree and the post-masters Advanced Certificate. The program in Educational Communication and Technology (ECT) awards the Doctor of Philosophy degree. DMDL and ECT are in the Department of Administration, Leadership and Technology, in the Steinhardt School of Culture, Education, and Human Development.

Working with established and emergent digital media, DMDL/ECT students and faculty are interested in designing rich technology-based, multimedia learning environments, understanding and evaluating their use in educational settings, and conducting research on the interactions with characteristics and contexts of media with potential to support learning. The program prepares professionals who are educators and designers with specialized expertise in teaching and learning through many technology platforms and forms of digital media and representation. DMDL/ECT faculty and students are especially interested in computer-based, multimedia simulations and games for learning, educational applications of media and technology for international development, advocacy and social justice, the educational potential of social media and mobile platforms, and the power of traditional dramatic and documentary narratives in motion media.

DMDL/ECT is concerned with this intersection of learning and media design as it applies to many content areas, types of learners, learning of many different kinds, and innumerable settings in which media and technology are used for educational purposes. Students and faculty share an equal interest in conducting research on and evaluation of the media characteristics and human factors -- cognitive, affective, social and cultural -- that influence learning when individuals and groups interact with technology-based learning environments.

DMDL/ECT views media design -- the expression of content in various representational and structural forms and the functional and interactive affordances of communication technologies -- as problem-solving; choices are infinite, and those made are pivotal to the quality of engagement in the learning process. From both design and research perspectives, the program is interested in those characteristics of technology-based learning environments that may, in a particular set of circumstances, have cognitive, affective, social and cultural significance for learners who interact with them. We are interested in exploring what features and elements of technology-based learning environments motivate and scaffold learning or interfere with and inhibit it.

DMDL/ECT students and faculty draw implications for the design of technology-based learning environments, and learning-with-media research questions as well, from a robust interdisciplinary understanding of human learning. Our theoretical framework is comprised of perspectives from the cognitive sciences, the learning sciences, developmental models of learning, constructivist and constructionist philosophies of learning, and social learning theories. Other fields as well contribute to the design of media environments and experiences for learning, including communication design, interaction design, information design, multimedia learning theory, human-computer interaction, human symbolization and aesthetics.

DMDL/ECT students represent a wide array of content interests, academic and cultural backgrounds, professional experiences and goals. This diversity and the program’s project-based curriculum strengthen students’ collaborative skills and ensure engagement in projects with wide-ranging goals and content, for many different types of learners. As students collaborate, taking on different roles in project teams, they practice tailoring the design of technology-based learning environments for different learning goals and content areas, many different kinds of learning, and for learners with diverse demographic profiles, educational needs, and cultural backgrounds.

Students in doctoral and master’s programs also participate with faculty on funded design, research and development projects. Students in the master’s and certificate programs gain professional
experience in internships, as apprentices in organizations designing, using and researching media for learning throughout the New York City metropolitan area.

**Field Internship Program**

The Field Internship Program is designed to provide students with professional field experience in chosen career areas. Students have the opportunity to explore diverse opportunities in the profession throughout the New York metropolitan area. They learn through supervised participation in instructional technology, instructional design and production, and a wide range of other professional positions and practices.

The faculty view internships as essential complements of academic coursework, particularly for students who may not have yet had professional work experience. Internships afford students the opportunity to apply and refine what they are learning in their coursework, under the supervision of professionals in professional settings. This experience assists students in further academic and career planning and fosters professional development.

More than one hundred organizations in the Greater Metropolitan Area host interns from the ECT Program. These organizations and the work they engage in parallel the various areas in which students have been immersed throughout their graduate work. Settings include educational, cultural, broadcast, communications, publishing, government and public service, non-profit, advocacy, health and social services, corporate training, and media design, and education media research and development organizations.

Following are some examples of ECT internship placements over the last several years: Following are some examples of ECT internship placements over the last several years: New Visions in Media & Education; Chinatown Manpower Project of NY; Museum of Chinese in the Americas, Sesame Workshop and Sesame Interactive; Lucky Duck Productions; Little Airplane Productions; Drury Design; Kralyevitch Productions; Kognito Interactive, Electronic Media Patient Education Institute; Taskstream; American Museum of Natural History, American Museum of the Moving Image; NetAid; and UNICEF.

**Professional Directions**

Through coursework, research experience and internships, DMDL/ECT prepares individuals for professional leadership roles in the multi-dimensional field of educational communication and technology. This dimensionality as well as the diversity among ECT students are well-reflected in the types of settings where graduates work and the positions they hold. Many DMDL/ECT alumni work in educational software companies designing and producing technology-based learning environments, for example, simulations to support middle school classroom learning in science or social studies or games that challenge middle schoolers to think critically about values. Many of our alums work in or as consultants to schools and school districts at all levels, as academic technology coordinators or professional development specialists in the integration of technology in curriculum and instruction; in colleges and universities, they may be faculty members or have leadership roles in academic computing, faculty technology services, or assistive communication technology services. A small percentage of alumni direct and coordinate training in corporate settings large and small, where media and technology have long been used to introduce new procedures to clients or to call employees' attention to administration or communication problems.

Alumni also work in cultural institutions such as visual arts and children’s museums, science centers and museums, and historical and international societies. They may work in departments of museum education, interactive exhibit design, or website development intended to relate closely to K-12 curricula for use by teachers and students. Others have experimented with the design of content for handheld devices intended to extend and enhance visitors' experience. In visual arts museums, alums have been most interested in designing video segments and multimedia kiosks that provide an explicit educational dimension to exhibits.

There are yet many other settings where “educational communication and technology” is practiced. Those who work in network or cable television may design and produce educational programs for broadcast or webcast. Publishing companies increasingly produce media as companions to textbooks in every subject for every grade level. Some professionals, such as physicians and attorneys, have regular continuing education requirements and periodic tests to pass to maintain licensure, and such fields are replete with teams of educational media designers and content specialists who produce ever
more sophisticated computer-based models and case studies. Professional organizations, like those for educators, clinical psychologists and social workers, design and produce dramatic models of exemplary practices; and social service agencies, hospitals, emergency rooms, and clinics use multimedia of all kinds for in-service technician training and for patient education.

Most non-profit, policy, and advocacy organizations use diverse communication technologies to address rights, access, equity and social justice issues as well as to raise funds to support their work. In local government and civic agencies, educational video and multimedia are used to educate jurors, when they arrive at the courts, about their role; in motor vehicle bureaus and passport offices, videos run throughout the day on safe driving. Media designers and producers also work through-out state and federal government creating media that facilitates communication and understanding between committees and for the public who visit.

**CONSORTIUM FOR RESEARCH AND EVALUATION OF ADVANCED TECHNOLOGIES IN EDUCATION (CREATE)**
CREATE is engaged in research on the cognitive science-based design and evaluation of advanced technologies for learning, in particular multimedia simulations, games for learning, and video ethnography, data analysis, and narratives for learning. CREATE works to develop approaches to the design of technology-based educational materials based on principles derived from theoretical foundations, implement models and examples of educational applications based on these methods and principles, and develop and apply methods and criteria for the evaluation of such educational environments. Faculty, doctoral, and funded research projects are on-going in CREATE, and all students have opportunities to participate. See [http://create.alt.ed.nyu.edu](http://create.alt.ed.nyu.edu).

**LAB FOR DESIGN OF LEARNING, COLLABORATION, & EXPERIENCE**
ECT is the home of dolcelab, the Lab for Design Of Learning, Collaboration, & Experience. dolcelab is engaged in design-based research of learning and collaboration environments to support human flourishing in diverse areas such as information futures, knowledge-building, environmental education, and international development. Learning and collaboration are studied in socio-technical systems to support goals such as human dignity, empowerment, identity development, equity, and sustainability.

**GAMES FOR LEARNING INSTITUTE**
The NYU Games for Learning Institute (G4LI), a collaboration between seven partner universities with support from Microsoft Research, is dedicated to advancing the design, use, and evaluation of computer games in formal and informal educational settings. The Institute works to provide fundamental scientific evidence of “what works” in games for learning - what makes certain games compelling and playable, and what design elements make games educationally effective. The results provide critically important information to researchers, game developers, and educators, and point the way to a new era of using games for educational purposes. The general research strategy of the G4LI has three prongs: understanding the design principles that make effective educational games; innovative research methods to study the impact of digital media on learning; and integration of these materials into both classrooms and informal learning settings. The initial focus is on Science, Technology, Engineering, and Mathematics (STEM) education at the critical learning point of the middle school years (grades 6-8).
Faculty, Staff & Resources

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More About DMDL/ECT

DMDL/ECT Website
http://steinhardt.nyu.edu/alt/ect

CREATE Consortium for Research and Evaluation
of Advanced Technologies in Education
http://steinhardtapps.es.its.nyu.edu/create/

dolcelab Lab for Design Of Learning,
Collaboration, & Experience
http://www.dolcelab.org/

Program Administration
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Program Listserv List for current students,
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Current Student Listserv
Steinhardt-ect-students@lists.nyu.edu

Current Students, Alumni, and Friends of
the Doctoral Program Only
ect-phd@lists.nyu.edu

Social Media
http://steinhardt.nyu.edu/alt/ect/social

More About NYU & Steinhardt

New York University
http://www.nyu.edu

The Steinhardt School
http://steinhardt.nyu.edu

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International Students
http://home.nyu.edu/ois

Financial Aid and Scholarships
http://steinhardt.nyu.edu/financial_aid/

Steinhardt Graduate Bulletin
http://steinhardt.nyu.edu/bulletin/

Steinhardt, information for all students
http://steinhardt.nyu.edu/portal/current_students
http://steinhardt.nyu.edu/policies/procedures

Office of Graduate Studies, Master’s and Certificate
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## COURSES OFFERED

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- EDCT-GE 2174 ... Cognitive Science and Educational Technology I .................................. 3
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### DESIGN FOUNDATIONS
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### SPECIALIZATION
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- EDCT-GE 2154 ... Educational Video: Design and Production II ....................................... 3
- EDCT-GE 2200 ... Media for Museums and Public Spaces .............................................. 3
- EDCT-GE 2251 ... Educational Design for the World Wide Web I .................................... 3
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- EDCT-GE 2510 ... Narrative, Digital Media and Learning ............................................... 3
- EDCT-GE 2031 ... Educational Technology in a Global Context ...................................... 3
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- EDCT-GE 2550 ... Educational Technology Studio Practicum: Special Topics ............ variable 1-4
- EDCT-GE 2551 ... Educational Technology Studio Practicum: Designing Playful Learning for the New York Hall of Science .......................................................... variable 1-4

#### Games for Learning
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- EDCT-GE 2510 ... Narrative, Digital Media and Learning ............................................... 3

#### Professional Applications
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- EDCT-GE 2008 ... Learning and Teaching K-16 With Social Media .................................. 3
- EDCT-GE 2197 ... Media Practicum: Field Internships .................................................... 3
- EDCT-GE 2198 ... K-12 Student Teaching in Educational Technology ............................ 3
- EDCT-GE 2018 ... Integrating Educational Technology in Teaching & Learning .............. 1

#### Research Courses and Doctoral Seminars
- EDCT-GE 2075 ... Digital Video Ethnography: Cultural Interpretation with New Media ........ 3
- EDCT-GE 3311 ... Content Seminar: Research in Instructional Technology ........................ 3
- EDCT-GE 3076 ... Advanced Seminar in Research & Practice in Instructional Technology .... 3
- EDCT-GE 3315 ... Doctoral Colloquium in Educational Communication & Technology .... 1

#### Independent Study
- EDCT-GE 2300 ... Independent Study ........................................................................... variable 1-6

### MASTER OF ARTS CAPSTONE/THESIS PROJECT
- EDCT-GE 2095 ... Research in Educational Communication and Technology ........ variable 1-3
COURSE DESCRIPTIONS

Courses may be offered in semesters different from those listed. Check current course lists at www.nyu.edu.

THEORETICAL FOUNDATIONS

EDCT-GE 2158  Educational Design of Media Environments
Hoadley, Shuchat Shaw.  30 hours; 3 credits. Fall.
The purpose of this course is to provide an introduction to the principles and practices of instructional design for the development of media-based learning. We will address issues in the field of instructional design such as professional definitions and boundaries, different theoretical and philosophical approaches to the design of mediated learning environments, and issues surrounding the use of media in learning. We will then examine representative instructional design models including their components, methodologies, theoretical underpinnings, and the types of learning and learners they support. Emphasis will be given to a detailed study of the “analysis phase” of instructional design, including how to conduct varieties of needs assessments, and the “design phase,” including the use of theoretical perspectives in cognitive science, developmental psychology, and the learning sciences to inform decisions about instructional strategies and media selection in the design of learning environments.

EDCT-GE 2174  Cognitive Science and Educational Technology I
Plass, Hoadley.  30 hours; 3 credits. Spring. Restricted to ECT majors.
Introduction to cognitive science applied to teaching, learning, and the design of instructional media. Readings include developments in cognitive science and descriptions and analyses of instructional programs developed in a cognitive science frame-work. The design and implementation of cognitive aspects of learning and teaching strategies are examined through class demonstrations, discussions, on-line activities, readings, and projects.

EDCT-GE 2175  Cognitive Science and Educational Technology II
Goldman, Plass.  30 hours; 3 credits. Fall. Restricted to ECT majors.
May be taken before EDCT-GE 2174.
This course focuses on the social and cultural issues of learning as they relate to individual and group cognition in the context of media-rich technology learning environments. We will explore how educational technologies are often designed from particular theoretical approaches that are linked to the work of leading educational research communities. We will not only study the often hidden connection between the research community members and the technologies they affect, but also how these theories play upon each other in the invention of new paradigms for learning with technologies. In short, we will delve deeply into constructivism and constructionism, scaffolding, apprenticeship, distributed cognition, computer supported collaborative learning, knowledge building communities, the learning sciences, perspectivity and identity formation as they relate to the creation of successful and equitable learning environments for diverse populations of learners. Students conduct an evaluation of the embedded theories in an existing learning environment of their choice (such as Second Life, Logo, Scratch, NetLogo, The Sims).

DESIGN FOUNDATIONS

EDCT-GE 2015  Interaction Design for Learning Environments
Migliorelli.  30 hours; 3 credits. Fall.
This design course builds on cognitive and cultural theory as well as design theory, translating them into approaches to the design of the representation of information and design of interaction in media environments. Interaction design discussions will explore issues such as types and levels of interactivity, levels of user control, pattern languages, and media-specific instructional strategies for different levels of engagement, and will result in the design of wire frames of a learning environment. For the visual design, discussions will explore topics such as the semiotics of visual representations, use of metaphors, and development of a visual language, and will result in drafts of storyboards of the visual design of the environment.

EDCT-GE 2017  Architecture for Learning Environments
Goldman.  30 hours; 3 credits. Spring.
In this course, we will examine the architectural issues involved in designing learning environments by becoming designers of an Atelier. In other words, we will be practicing the theory. Our objective is to gain both theoretical and practical knowledge of the field of design and user experience. Students are not expected to become professional Content [Information] Architects [IAs] when they have completed this course. Instead they are expected to gain a repertoire of approaches and ideas that will enable them to become knowledgeable members of design teams where emerging technologies are used to advance learning, in either academic or industrial settings.
EDCT-GE 2251  
**Educational Design for the World Wide Web I**
Hoadley. 30 hours: 3 credits. Spring.
In this course, we will focus on design and implementation of web-based technologies for learning. There will be three main deliverables, along with other smaller assignments. These deliverables include: a demonstration website incorporating the technologies we are studying in class; a class presentation and critique of a particular web-based learning technology; and a design of an educational intervention which includes some web component. By the end of the course students will be able to identify types of web-based educational platforms, their strengths and weaknesses, and their likely conditions of success; understand basic concepts about technologies underlying the web, including client-server networking, style vs. semantic markup, the difference between markup, scripting, and programming; and develop simple websites including html, flash, jquery, javascript, and CSS.

EDCT-GE 2177  
**Advanced World Wide Web Design Lab**
Hoadley. 30 hours: 3 credits. Spring.
Prerequisite: EDCT-GE 2251.
In this course, you will gain experience developing Web-based learning applications, ranging from small persuasive, informational, or communication interventions to more complete Web-based learning environments. In general, the focus will be on the design processes and gaining whatever technical skills are required to implement designs; this is not a Web programming course per se. As a consequence, you should have as a prerequisite a modicum of technology familiarity, and the willingness to use online tutorials and self-study to get technical skills up to speed rapidly.

EDCT-GE 2153  
**Educational Video: Design and Production I**
Shuchat Shaw. 30 hours: 3 credits. Spring.
The design and production of educational video programming as well as video segments, both linear and interactive, to be integrated into educational online environments and multimedia programs -- distributed through diverse technology platforms for use in wide-ranging places of learning. Emphasis is on uses of those characteristics of motion picture, as a family of pictorial and iconic forms of representation, that have special potential to support different kinds of learning, as under-stood from the perspectives of cognitive science, constructivism, and other learning sciences. Students learn theoretical underpinnings of design principles and strategies/methods that support learning, and how to apply, use and embed those in such educational video genres as the public service announcement, public advocacy programming, mini-documentary, and social drama. Students do their own script-writing, production management, directing, digital production, editing, and graphics, primarily in crews and on location.

EDCT-GE 2154  
**Educational Video: Design and Production II**
Shuchat Shaw. 30 hours: 3 credits. Fall.
Prerequisite: EDCT-GE 2153 or permission of the instructor.
Intermediate design and production of educational video programs and video segments to be integrated into educational interactive environments. Emphasis is on the application of cognitive science and constructivist views of learning to design principles guiding uses of video's representational and structural affordances. Includes advanced instructional design and writing; producing and production management; directing; and the use of digital production, editing, and graphics technology (applications such as Photoshop and Flash may be used to create media to integrate into productions). Students work individually and in crews, on location.

EDCT-GE 2510  
**Narrative, Digital Media and Learning**
Goldman, Shaw. 30 hours: 3 credits.
Addresses the role of narrative when designing serious games, simulations, social media, and documentary storytelling. Narrative forms have been used for teaching and learning given their role in memory, cognition, the engagement of learners, as well as in case studies for learning, teaching, and research. This course explores the design principles and constitutive elements of narrative-centered learning. Special emphasis is given to designing media narratives that enable and support pedagogical models including story-based learning, digital storytelling, and entertainment education, and goal-based scenarios.

EDCT-GE 2031  
**Educational Technology in a Global Context**
Hoadley. 30 hours: 3 credits. Fall, Spring.
Educational technologies have become essential for international exchange, as a 'leapfrog' technology for development, as a way of bridging distance in education, and as an important means for the preservation and dissemination of local cultures and contexts. Educational technology is a significant and growing force worldwide, and not only in industrialized nations. E-learning, open educational resources, m-learning, and educational media are transforming not only formal primary, secondary, and postsecondary education, but also rural economic development, agriculture, and women's empowerment. In this course, we look at how educational communications and technology shape, and are shaped by, their context internationally. We will also be collaborating with international clients to identify technology designs for real educational problems in developing countries.
EDCT-GE 2200  Media for Museums and Public Spaces
Staff. 30 hours: 3 credits. Spring.
The objective of the course is to understand the variety of media available to educators in public space and publicly shared learning environments, how these environments are unique learning experiences and how one can develop comparative criteria in the application of technology to enhance learning. The field includes the study of museums and other public space, but also draws from numerous disciplines including theater, architecture, cybernetics, philosophy, installation art, installation art, film, video and video gaming. The course examines the nature, application and use of media, including audio, computer-based multimedia, internet and tie-ins — for such shared learning environments as cultural institutions, historical and visual arts museums, communications and visitor information centers through the analysis of site visits and case studies. The use of media in museum curating and interpreting content for exhibition environments, educational programs, orientation presentations, community interface, development and fundraising programs will be examined. Emphasis is on developing criteria in decision-making regarding media choices available, analysis of the visitor experience, the learning environment and ways in which media choices can serve a museum's or visitor center's educational goals.

EDCT-GE 2220  Current Topics on Developing Learning Technology
Staff. 30 hours: 3 credits.
This course focuses on the hardware or software development skills relevant to the design of current learning technologies. Students should have a prior background in design (typically one or more the Digital Media Design for Learning design foundations classes), plus whatever additional prerequisites are demanded by the educational technology under consideration. While students may be expected to work on design projects, the primary focus of the course is acquisition of hardware & software development skills relevant to contemporary educational technology design.

EDCT-GE 2221  Developing Learning Technology: iPad and iPhone Development
Staff. 30 hours: 3 credits. Summer.
This course focuses on developing educational applications for iOS, the operating system for the iPad, iPhone, & iPad touch. Students should have a prior background in interface or educational design (for example EDCT-GE 2015, 2017, or 2158) and have basic knowledge of programming concepts. Students will be exposed to development of web applications for iOS as well as development of apps in Cocoa. Registration priority will be given to DMDL/ECT graduate students, although students in other programs or advanced undergraduates may register by permission of the instructor.

EDCT-GE 2550  Educational Technology Studio Practicum: Special Topics
Staff. 10 hours per credit: 1-4 variable credits.
This studio design course, which builds on educational theory, allows students to work collaboratively on an integrated learning & technology (or media) design project for a specific audience. Expert designers, including faculty & external clients, will support students as they create mockups &/or prototypes subject to design review & critique. Students will also have the opportunity to practice skills in instructional design, interface design, information design, & project management. Student roles in the design team will be assigned according to prior experience based on instructor assessment. Supplemental readings related to the design problem &/or design & technology skills needed will be assigned.

EDCT-GE 2551  Educational Technology Studio Practicum: Designing Playful Learning for the New York Hall of Science
Staff. 10 hours per credit: 1-4 variable credits.
Prerequisites: Students must hold graduate status in the Tisch ITP, Steinhardt DMDL, or Steinhardt ECT programs. "Designing for Playful Learning," will introduce students to modern theories about how people learn, and work to embody those theories in the design of technology-enhanced science learning exhibits. They will have the chance to test those ideas out with real learners at the New York Hall of Science, and subsequently improve on these designs. While the course will begin with a focus on constructivism and inquiry, students will experience the limitations of these learning theories as related to people's emotional and affective responses to instruction so designed. They will subsequently explore two much more "playful" learning modalities to help someone learn science: guided play and design-based science. Students will work in small teams to design and test instruction consistent with both approaches, aiming to teach the same middle school science content in both, so that they can compare and contrast their experiences. Three of the fourteen classes will be held on Saturdays to give students the opportunity to test their instructional designs-in-progress at the New York Hall of Science.

Specialization: GAMES FOR LEARNING

EDCT-GE 2500  Video Games and Play in Education
Hoadley. 30 hours: 3 credits. Spring.
Video games are becoming ever-present in educational settings, with classrooms incorporating both commercial and educational games in curriculum, and educational technologists becoming ever more interested in developing "serious" or educational games. However, there are still many unknowns, such as, what genres of games may best be used for certain kinds of learning, and how we can go about studying how games affect players and learners. This course will prepare students to: Understand the history of educational video
games, and what shaped the development of certain genres; identify theories of learning and play, and
describe how they relate to the educational potential of videogames; analyze and evaluate commercial and
educational video games; and Design educational video games with history, theory, learning outcomes and
learner characteristics in mind.

**EDCT-GE 2505  Designing Simulations and Games In Education**

*Platt. 30 hours: 3 credits. Fall.*

Examines the potential of various genres of simulations and games (both analog and digital) as learning
technologies through readings, discussion, play, design and research. Cognitive, emotional, and cultural aspects
of educational game design are among the concepts covered in this course. Class discussions focus on
identifying design factors for effective educational games that are based on research and theory. Student-
selected assignments typically include reflections on game and simulation play, integrating games and
simulations in formal learning environments, designing and developing prototypes of educational games and
simulations, and conducting short exploratory research.

**EDCT-GE 2520  Research on Simulations and Games for Learning**

*Platt. 30 hours: 3 credits. Spring.*

Provides an introduction to research on simulations and games, with a focus on choosing the appropriate
approach, e.g., playtesting, evaluation, or efficacy research, and the appropriate methods, e.g., think aloud
protocols, video research, eye tracking, EEG/EMG, user log data, or biometrics. Reading assignments, class
discussions, and case studies will be used to discuss the goals, methods, design, and setup of these methods and
prepare students to design and execute their own playtesting and evaluation research for learning games of
their choice.

**EDCT-GE 2510  Narrative, Digital Media and Learning**

*Shuchat Shaw. 30 hours: 3 credits. Fall.*

Addresses the role of narrative when designing serious games, simulations, social media, and documentary
storytelling. Narrative forms have been used for teaching and learning given their role in memory, cognition, the
engagement of learners, as well as in case studies for learning, teaching, and research. This course explores the
design principles and constitutive elements of narrative-centered learning. Special emphasis is given to
designing media narratives that enable and support pedagogical models including story-based learning, digital
storytelling, and entertainment education, and goal-based scenarios.

**EDC-GE 2211  Professional Applications of Educational Media in New York City**

*Majzlin. 30 hours: 3 credits. Fall.*

The objective of the course is to understand the variety of non-design forces at work which may influence the
creation and production of educational media. Secondly, to become aware of the elements involved in Project
Management while creating educational media. Third, to become aware of your own skills and talents and how
they might thrive in different work environments that create educational media. Emphasis is placed on the
context in which media is produced, on identifying key players in media creation, organizational structure, NFPs,
proposals, project development, project management, client interaction, team collaboration, intellectual
property issues, and other factors which may affect the creation and implementation of design. Guest speakers
and/or site visits may include the Wildlife Conservation Society, Memorial Sloan-Kettering Cancer Center,
Kognito Interactive, Sesame Workshop, Transient Pictures, Davis Wright Tremaine LLP, film/video producers,
attorneys, project managers, software developers.

**EDCT-GE 2008  Learning and Teaching K-16 with Social Media**

*Goldman. 30 hours: 3 credits. Summer.*

To enter the workplace as a designer of formal and informal technology-rich learning environments, students
from Education, the Arts, and Industry need to become fluent with advances in social cognitive theory as well as
the state-of-the-art technical affordances of social media. In this course, students learn to apply a range of
social media—wikis, games, digital video stories and mini-movies, social networking, and virtual worlds—as they
work in teams to develop a curriculum module for both teaching and learning. Students will use the Perspectivity
Framework, a framework that enables stakeholders to layer diverse “points of viewing” using the appropriate
technologies required to investigate a complex topic.

**EDCT-GE 2018  Integrating Educational Technology in Teaching & Learning**

*Singh. 45 hours: 1 credit. Fall, Spring, Summer.*

Prepares students to integrate digital media and technology into curricula. Through demonstrations, hands-on
use, and application projects, students gain experience with the roles digital tools play to support teaching
methods and learning strategies associated with a continuum of learner- and teacher-centered educational
approaches and goals. Students develop skills in HTML, podcasting, digital storytelling, educational use of Web
2.0 tools (e.g., content management systems, social networks, e-portfolios), digital video, and virtual worlds, and
common software packages in order to design and formatively assess engaging learning communities.
EDCT-GE 2197  Media Practicum: Field Internships
Shuchat Shaw. 180 hours: 3 credits. Fall, Spring, Summer.
Prerequisite: Permission of internship Coordinator. Restricted to DMDL/ECT students who have completed a minimum of 12 credits in DMDL. Includes fieldwork and seminars on campus. Repeatable to a maximum of 6 credits. May be taken a maximum of two times.
Students are placed in internships in the educational media and technology field. The program places students in excellent settings throughout New York City that match their interests and goals. They learn through supervised participation to design, produce, use and evaluate educational media and technology-based learning environments. Internship sites include: media companies and broadcast and cable networks that produce educational television programs and web environments for all age groups and in all content areas; museums, historical societies and other cultural sites; publishing companies that use both print, video and online technologies for K-12 and higher education; organizations that develop technology-based learning materials for continuing professional education and special interest groups; colleges and universities with designers and producers of educational systems and media as well as complex academic and faculty technology services; companies and independents who produce social documentaries, digital games for learning, and novel educational applications for new portable and hand-held technologies; social service agencies, hospitals, emergency rooms, and clinics where patient and client education and research are frequently done with media and technology; in businesses and corporations that develop employee training and workplace learning media as well as educational media for their clients and consumers; and non-profit, policy, and advocacy organizations using diverse communication technologies to address rights, access, equity issues.

EDCT-GE 2198  K-12 Student Teaching in Educational Communication and Technology
Shuchat Shaw. 180 hours: 3 credits. Fall, Spring, Summer.
Prerequisite: Permission of Internship Coordinator. Restricted to DMDL/ECT students. Includes fieldwork and seminar on campus. Repeatable to a maximum of 6 credits. May be taken a maximum of two times.
Students are placed in elementary, middle, or high school settings for student teaching experiences in diverse practices in educational media and technology. These might include, for example, practices in technology integration and implementation, coordination and leadership in technology-related reform efforts, support to teachers for curricular and instructional uses of media and technology to improve learning, support to teachers and students in media design and production as well as in media education and literacy.

EDCT-GE 2075  Digital Video Ethnography: Cultural Interpretations with New Media
Goldman. 30 hours: 3 credits. Spring.
This course is an examination of the opportunities and problematics of using digital video and other new media forms in educational research. In this course students create and critique ethnographic video accounts; and, they use online analysis tools to understand how participatory research communities are created to build aesthetically valid interpretations. This course is designed specifically for students with a focus on how technologies are used as tools in educational research. The course will also be of interest to educators involved in using video as an investigative tool in their classrooms and to media artists and designers interested in the use of video as an expressive tool for communication and learning.

EDCT-GE 3311  Content Seminar in Research in Instructional Technology
Plass, Goldman, Hoadley. 45 hours: 3 credits. Spring.
Prerequisite: Permission of the instructor.
Critical analysis, supported by readings, of selected contemporary research issues and problems, theories and methods in instructional media and technology, in historical perspective. In addition to common readings, students identify and individually research articles related to their research interests and critically assess the studies. Introduces students to software packages to anchor a conceptual understanding of primary statistical procedures and qualitative data analysis. The major task is to develop a research proposal that should inform the direction of their candidacy papers and serve as an initial draft of their dissertation proposals.

EDCT-GE 3076  Advanced Seminar in Research & Practice in Instructional Technology
Plass, Goldman, Hoadley. 30 hours: 3 credits. Fall.
In addition to developing the candidacy paper, this course is an overview of the profession. Students become familiar with the components of the candidacy paper and begin to research and develop information related to those components. Profession-related topics include vita construction, identifying and pursuing faculty positions in higher education, the major conferences and publications in the profession, the critical steps and benchmarks in doctoral training, and funding sources for doctoral research.

EDCT-GE 3315  Doctoral Colloquium in Educational Communication & Technology
Plass, Hoadley. 30 hours: Variable 1-3 credits. Spring.
Prerequisite: Permission of the instructor.
The goal of the Doctoral Colloquium in ECT is to bring together doctoral students and faculty to exchange ideas, discuss research projects, to get to know one another, and to build a community of researchers. Doctoral graduates from our program will talk about their research results, current doctoral candidates will present their
ongoing research projects, and new doctoral students will present ideas for future research. On occasion, we will also invite researchers from other universities to present and discuss their work. In all cases, we aim for active discussions and debate of the work presented.

INDEPENDENT STUDY

**EDCT-GE 2300 Independent Study**

Goldman; Hoadley; Plass; Shuchat Shaw. 15 hours per credit; 1-6 credits variable.

Fall, Spring, Summer. Permission of supervising faculty member required.

Students may begin or extend special projects with the supervision of a program faculty member. Students develop proposals, including goals and a timeline, to present when seeking a faculty member’s supervision. Together they further develop and refine proposals and decide on the appropriate number of credits, based on the type and scope of projects proposed. Students meet with their supervisors on a regular basis throughout the semester to review progress and get feedback. Projects are submitted, in a form agreed upon by students and supervisors, at the end of the semester.

MASTER OF ARTS CAPSTONE / THESIS PROJECT

**EDCT-GE 2005 Educational Communication and Technology Research**

Sunhat Shaw. 45 hours: 3 credits. Fall, Spring.

Prerequisite: Permission of the instructor. Restricted to DMDL Thesis students.

The Master of Arts thesis project is developed in this course, which meets weekly as a group, with faculty supervision, for peer exchange and feedback. The purpose of the thesis is to provide students an opportunity to integrate their academic studies in the program and bring their learning to bear on a single project of personal and professional interest in a very concentrated way. This culmination of the ECT experience should demonstrate students’ proficiency and skill in theory and practice and, in the process, take students to new levels of understanding in their chosen area of interest. The thesis project itself should also make a contribution to the learning of those for whom it is designed and to current knowledge and understanding in the field of educational communication and technology. The ECT thesis may take various forms, including (1) design and development of media for learning, (2) a scholarly critical inquiry paper, (3) a research study, (4) an action project, or (5) a field service media project. See page 13 for additional information.

DIGITAL MEDIA DESIGN FOR LEARNING

MASTER OF ARTS DEGREE PROGRAM

**Academic Requirements Summary**

The Master of Arts is a 36-credit program, comprised of course requirements in categories below. Academic advisors, DMDL faculty members, assist students in planning course selections and sequences appropriate to general guidelines and relevant to students’ individual goals and interests (faculty advisors are assigned to students prior to the matriculation semester). Most important is that students complete all required courses in the program (noted below) as early as they are offered, most likely in the first and second semesters of study. All courses taken must be at the graduate level which, in Steinhardt, are numbered at the 2000- and 3000-levels, and at graduate levels in other NYU programs and schools where MA students may take electives (see Cognate Electives below).

**1 Course Requirements**

a. **THEORETICAL FOUNDATIONS** ................. all 9 credits required

- EDCT-GE 2158........ Educational Design for Media Environments ........................................... 3
- EDCT-GE 2174........ Cognitive Science and Educational Technology I ........................................ 3
- EDCT-GE 2175........ Cognitive Science and Educational Technology II ..................................... 3

b. **DESIGN FOUNDATIONS** ......................... all 6 credits required

- EDCT-GE 215........ Interaction Design for Learning Environments ........................................... 3
- EDCT-GE 217........ Architecture of Learning Environments .................................................... 3
c. **SPECIALIZATION COURSES**  
choose 9-12 credits

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<tr>
<td>EDCT-GE 2153</td>
<td>Educational Video: Design and Production I</td>
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<tr>
<td>EDCT-GE 2154</td>
<td>Educational Video: Design and Production II</td>
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<td>EDCT-GE 2200</td>
<td>Media for Museums and Public Spaces</td>
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<td>EDCT-GE 2251</td>
<td>Educational Design for the World Wide Web I</td>
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<tr>
<td>EDCT-GE 2177</td>
<td>Advanced World Wide Web Design Lab</td>
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<td>EDCT-GE 2510</td>
<td>Professional Applications of Educational Media in NYC</td>
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<td>EDCT-GE 2031</td>
<td>Educational Technology in a Global Context</td>
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<td>Current Topics on Developing Learning Technology</td>
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<td>EDCT-GE 2221</td>
<td>Developing Learning Technology: iPad and iPhone Development</td>
<td>3</td>
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<tr>
<td>EDCT-GE 2550</td>
<td>Educational Technology Studio Practicum: Special Topics variable 1-4</td>
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<tr>
<td>EDCT-GE 2551</td>
<td>Educational Technology Studio Practicum: Designing Playful Learning for the New York Hall of Science</td>
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<td>Video Games and Play in Education</td>
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<td>EDCT-GE 2176</td>
<td>Simulations and Games for Learning</td>
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<td>EDCT-GE 2532</td>
<td>Research on Simulations and Games for Learning</td>
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<td>EDCT-GE 2510</td>
<td>Narrative, Digital Media and Learning</td>
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<td>EDCT-GE 2008</td>
<td>Learning and Teaching (K-16 With Social Media)</td>
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<td>Integrating Educational Technology in Teaching &amp; Learning</td>
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<td>EDCT-GE 2197</td>
<td>Media Practicum: Field Internships</td>
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<td>EDCT-GE 2198</td>
<td>K-12 Student Teaching in Educational Technology</td>
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<td>EDCT-GE 3311</td>
<td>Content Seminar: Research in Instructional Technology</td>
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<td>EDCT-GE 3076</td>
<td>Advanced Seminar in Research &amp; Practice in Instructional Technology</td>
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<td>EDCT-GE 3315</td>
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<tbody>
<tr>
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<td>Research in Educational Communication and Technology</td>
<td>variable</td>
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**d. COGNATE ELECTIVES**  
select 3-6 credits

“Cognates” are graduate-level professional electives. Cognate electives may be graduate-level courses selected from other programs in Steinhardt, other schools in the University, or from the list of DMDL/ECT Specialization Courses you have not taken to fulfill the Specialization Courses requirement. Examples of special interest to ECT students begin on page 29.

**c. M.A. CAPSTONE/THESIS PROJECT**  
6 credits required

EDCT-GE 2095 | Research in Educational Communication and Technology                                              | variable |

Students who matriculated in the MA program in Fall 2011 or later are required to take this course twice, in the next-to-last semester and in the final semester. All other course work should be completed prior to taking this course in the final semester, which should be devoted exclusively to the capstone or thesis project. Students who matriculated in the MA program before Fall 2011 are encouraged, but not required, to enroll for two semesters.

This project provides students with an opportunity to integrate their academic studies and bring their learning to bear on a single project of personal and professional interest in a very concentrated and comprehensive way. This culmination of the DMDL experience should demonstrate students’ proficiency and skill in theory and practice and, in the process, take students to new levels of understanding in their chosen area of interest. The project itself should also make a contribution to the learning of those for whom it is designed and to current knowledge and understanding in the field of educational communication and technology. The project may be “new,” relative to work done in previous courses; or it may be a project started in a previous course that becomes significantly expanded and enhanced. The project may take one of five forms:

- **Design & Development of Media for Learning**  
  Engaging in the process of ID/design research to develop, field test and revise an original media- or technology-based learning environment that addresses a specific learning need or problem, group of learners, and set of goals.
Scholarly Critical Inquiry Paper
Engaging in literature research and critical and original thinking to write a scholarly paper about a well-focused topic in the field — for example, a problematic or controversial issue, a pressing question about theory or practice, a historical development or event, an emerging or promising trend — including: an introduction to the topic, its background and context; a theoretical framework with which to approach the topic; a review, analysis, and synthesis of related literature that reflects multiple perspectives and seeks integrating concepts; a critique of related literature that foregrounds strengths, limitations, gaps and implications; an original interpretation that contributes to the current body of knowledge and understanding; and recommendations for future research, scholarship, or practice.

Action Project
For the student's own educational setting and learners, and in his/her role as a "teacher," engaging in the process of ID/design research to develop, implement, and evaluate an original media- or technology-based learning environment, and the larger learning activity/curricular unit the environment is intended to support, that addresses a specific learning need or problem and set of goals.

Field Service Media Project
Engaging in the process of ID/design research to develop, field test and revise an original media- or technology-based learning environment for a "real-world, field-based client" that addresses a specific learning need or problem, group of learners, and set of goals identified by the client.

Research Study
Conducting a small, pilot-scale research study, including: a well-focused research problem and its significance; a conceptual framework with which to approach the topic; a review of related studies to discover what is known, unknown, and how the topic has been studied; objectives and research questions; a research design and method for data collection and analysis; a discussion of findings as they relate to the theoretical perspective used and findings in previous studies; and recommendations for future research and practice.

Prerequisites for students who plan to do a research study include one of two of the program's doctoral courses, either EDCT-GE 3311, Content Seminar in Research in Instructional Technology or EDCT-GE 3076, Advanced Seminar in Research and Practice in Educational Technology, and an appropriate research methods course (see Steinhardt's research methods course offerings http://steinhardt.nyu.edu/humsocsci/interdepartmental). These courses would be applied, respectively, to Specialization Courses and Cognate requirements.

Concentration in Games for Learning
It is possible now for MA students to earn a "Concentration in Games for Learning" as part of the 36-credit DMDL degree. Students who complete three of four DMDL courses relating to games for learning may request that this concentration be designated on their official transcripts. This request can be made as late as the first week of the final, graduating semester. These courses include: Video Games and Play in Education; Design of Simulations and Games for Learning; Research on Simulations and Games for Learning; and Narrative, Digital Media, and Learning. Those interested should ask their advisors for procedures.

Residency
Within the 36-credit requirement for the MA degree, a minimum of 24 credits must be taken in residency at NYU, i.e., must be courses offered by NYU.

Transfer Credit
Approximately 10 graduate-level credits (calculated in semester hours) may be considered for transfer from other universities. Courses to be considered for transfer must be evaluated by faculty advisors to establish whether they meet criteria established by the Steinhardt School. These criteria are:

Courses must have been completed at accredited colleges and universities, as determined by the Steinhardt School;
 Courses must relate to our degree and the student's professional goals, as determined by the advisor based on official course titles and descriptions;
 Courses may not have been applied to another degree.
 Courses must have been completed within the last ten years.
 Courses must have earned a grade of B or better.

Scholastic Average
Students must maintain a minimum 3.0 grade point average in DMDL and the overall record.
6 Maintaining Active Status

Students must maintain “active” status every semester, from the semester of matriculation through the semester of graduation. Students are “active” in a semester when enrolled for a minimum of 3 credits at the graduate level. When students are not enrolled in a course in a given semester within the six-year tenure period, they are required to “maintain matriculation,” to have active status; this is done either by registering for either 1 credit of Independent Study in the program or “Maintaining Matriculation” in Steinhardt (in consultation with their academic advisor). Students approved for a “Leave of Absence” automatically maintain active status. Maintaining active status provides students with continuous access to all University facilities.

7 Tenure of Matriculation

Students attending full-time or part-time have a six-year tenure period in which to complete the MA. The clock begins with the first day of the semester of matriculation; the count is based only on fall and spring semesters, not on summers or January intersessions. The clock continues to run when maintaining matriculation, however the clock stops during those semesters when a student takes an approved “Leave of Absence” and begins again when the student returns to active enrollment.

If under unusual circumstances a student is approved for an extension of matriculation beyond six years or a remariculation after six years, course work completed over ten years before effective dates of an extension or remariculation cannot be counted toward fulfilling degree requirements.

Throughout the six-year period of matriculation in the DMDL program, a student is not permitted to be matriculated in another degree program at the same time. Students who are active degree candidates at one accredited graduate institution can not also, at the same time, matriculate in a second program (at NYU or anywhere else).

8 Final Undergraduate Transcript

New MA students who are completing undergraduate degrees immediately prior to matriculation must have a final, official transcript, in hard-copy form, sent from the degree-granting institution to the Steinhardt Office of Graduate Admissions (not the DMDL/ECT Program) in order to finalize admissions to the DMDL program. The OGA address is: Steinhardt Office of Graduate Admissions, New York University, 82 Washington Square East, 3rd Floor, New York NY 10003.

Admissions Criteria

1 Applicants for the Master of Arts program must have:
   ◆ A baccalaureate degree from an accredited institution of higher education;
   ◆ A minimum cumulative grade credit average of 3.0 for the baccalaureate degree;
   ◆ Formal academic experience in education and, preferably, psychology;
   ◆ Basic or, preferably, intermediate skills in one (or more) technology, e.g., computer-based multimedia, web, or productivity tools; video;
   ◆ (International students) a minimum TOEFL score of 637 (written), 100 (Internet) or 260 (computer); an acceptable TWE score (if available).

2 Additional criteria taken into consideration:
   ◆ Professional interests and career goals. Applicants are expected to have a strong interest in professional education, and especially in the fields of learning, instruction, and the design and application of educational media and technology to support learning and instruction. Applicants are expected to have professional career goals that make graduate study in the Program appropriate and desirable.
   ◆ Knowledge of the field of educational communication and technology or related fields. Several areas of knowledge support the design and application of educational media and technology to support learning and instruction. Applicants should demonstrate knowledge, skills and a record of academic work in at least one relevant area, such as in teaching and instruction, learning, psychology, curriculum, communications, training, educational technology, or media design and production in a particular technology.
   ◆ Professional experience in the field and/or related fields. Professional work experience in the field of educational communication and technology or a related field is desirable.
   ◆ Strong and varied communication skills. Applicants must have strong verbal and written skills. They must be able to express ideas in a clear and coherent manner, listen carefully and respond directly and thoughtfully to questions posed. Good interpersonal skills are essential. Applicants must evidence the ability to communicate in multiple symbol systems and technological contexts.
Mature professional attributes. Applicants are expected to show evidence of goal orientation; initiative and self-direction; the ability to work independently and collaboratively; good organizational skills; personal and professional commitment to the completion of the degree program.

Application Process
Applications to the Master of Arts program are accepted twice yearly. The deadline for materials requested below is February 1 for fall semester matriculation (with the option to begin in summer session); late applications received by May 1 will be reviewed and considered for admission, however, consideration for scholarships and on-campus housing will be limited. The deadline for materials requested below is November 1 for spring semester matriculation. Approximately 30 new students are admitted each academic year.

Submit Application
Submit materials electronically http://steinhardt.nyu.edu/graduate_admissions
Follow instructions for submission of the application form, including the statement of purpose and transcripts. In addition, note that two letters of recommendation are required.

Letters of recommendation should address the applicant’s interests, skills, abilities and accomplishments relevant to the design, development, use and evaluation of educational media and technology-based learning environments; and ability, based on prior academic or professional experience, to pursue and complete graduate studies successfully. Letters may be written by former professors, faculty advisors, academic administrators, or employers knowledge-able of the applicant’s academic work or professional accomplishments.

You will subscribe your recommenders who will then receive instructions on how to submit their letter electronically. Alternatively, ask your recommenders to provide you with or send a sealed and signed letter of recommendation to the Office of Graduate Admissions.

Samples of educational media, professional presentations, thesis projects, and conference or published papers may also be submitted (optional) to Program Director, Program in Digital Media Design for Learning, New York University, 82 Washington Square East, New York, NY 10003.

Interview
Following submission of all materials, applicants may be asked to schedule an interview.

Admissions Announcements
Admissions decisions are announced by April 1 for fall semester matriculation and by December 15 for spring semester matriculation. Accepted students are then invited to orientation and registration sessions for new students.

For further information, refer to the Steinhardt School of Culture, Education and Human Development website, http://steinhardt.nyu.edu/ or contact the Steinhardt Office of Graduate Admissions, 82 Washington Place, Third Floor, New York, NY 10003 (212-998-5030). International applicants should refer to NYU’s Office of International Students and Scholars for details on additional application and admissions procedures: http://www.nyu.edu/oiss

DIGITAL MEDIA DESIGN FOR LEARNING
POST-M.A. ADVANCED CERTIFICATE PROGRAM

Academic Requirements Summary
The DMDL Certificate is a 30-credit post-master's program, comprised of course requirements as shown below. Academic advisors, DMDL faculty members, assist students in planning course selections and sequences appropriate to general guidelines and relevant to students' individuals goals and interests (faculty advisors are assigned to students prior to the matriculation semester). Most important is that students complete all required courses in the program (noted below) as early as they are offered, most likely in the first and second semesters of study. All courses taken must be at the graduate level which, in Steinhardt, are numbered at the 2000- and 3000-levels, and at graduate levels in other NYU programs and schools where Certificate students may take electives (see Cognate Electives below).
Course Requirements
Requirements may be adjusted for alumni of the ECT or DMDL Master of Arts program who have completed courses listed below within the four (4) years prior to matriculation for the Certificate.

a. THEORETICAL FOUNDATIONS .......... all 9 credits required
EDCT-GE 2158...... Educational Design for Media Environments ........................................ 3
EDCT-GE 2174...... Cognitive Science and Educational Technology I ................................... 3
EDCT-GE 2175...... Cognitive Science and Educational Technology II ................................. 3

b. DESIGN FOUNDATIONS ......................... all 6 credits required
EDCT-GE 2015...... Interaction Design for Learning Environments ........................................ 3
EDCT-GE 2017...... Architecture of Learning Environments ................................................. 3

c. SPECIALIZATION COURSES ............... choose 9 - 12 credits

Design
EDCT-GE 2153...... Educational Video: Design and Production I ........................................ 3
EDCT-GE 2154...... Educational Video: Design and Production II ........................................ 3
EDCT-GE 2200...... Media for Museums and Public Spaces .................................................. 3
EDCT-GE 2251...... Educational Design for the World Wide Web I ....................................... 3
EDCT-GE 2177...... Advanced World Wide Web Design Lab .................................................. 3
EDCT-GE 2510...... Narrative, Digital Media and Learning ..................................................... 3
EDCT-GE 2031...... Educational Technology in a Global Context ......................................... 3
EDCT-GE 2220...... Current Topics on Developing Learning Technology .................................. 3
EDCT-GE 2221...... Developing Learning Technology: iPad and iPhone Development .............. 3
EDCT-GE 2550...... Educational Technology Studio Practicum: Special Topics ......................... 3
EDCT-GE 2551...... Educational Technology Studio Practicum: Designing Playful Learning for the New York Hall of Science ................................................................. variable 1-4

Games for Learning
EDCT-GE 2500...... Video Games and Play in Education ...................................................... 3
EDCT-GE 2176...... Simulations and Games for Learning ....................................................... 3
EDCT-GE 2520...... Research on Simulations and Games for Learning .................................... 3

Professional Applications
EDCT-GE 2211...... Professional Applications of Educational Media in NYC ......................... 3
EDCT-GE 2008...... Learning and Teaching (K-16 With Social Media) .................................... 3
EDCT-GE 2018...... Integrating Educational Technology in Teaching & Learning .................... 1
EDCT-GE 2197...... Media Practicum: Field Internships ....................................................... 3
EDCT-GE 2198...... K-12 Student Teaching in Educational Technology .................................... 3

Research Courses and Doctoral Seminars
EDCT-GE 2075...... Digital Video Ethnography: Cultural Interpretation with New Media ............. 3
EDCT-GE 3311...... Content Seminar: Research in Instructional Technology ............................ 3
EDCT-GE 3076...... Advanced Seminar in Research & Practice in Instructional Technology ........ 3
EDCT-GE 3315...... Doctoral Colloquium in Educational Communication & Technology ........ 1

Independent Study
EDCT-GE 2300...... Independent Study ................................................................................ variable 1-6

d. COGNATE ELECTIVES ..................... select 3-6 credits
"Cognates" are graduate-level professional electives. Cognate electives may be graduate-level courses selected from other programs in Steinhardt, other schools in the University, or from the list of DMDL/ECT Specialization Courses you have not taken to fulfill the Specialization Courses requirement. Examples of special interest to ECT students begin on page 29.

e. PROFESSIONAL WORK REPORT
Certificates are awarded after coursework is completed and candidates have completed three years of work experience in the field; this work can be done before, during, or after coursework is completed (or a combination). With faculty supervision, candidates develop and submit a report which (1) documents work experience in the field and learning in that context, and (2) includes a retrospective critique of the work experience and a prospective set of plans and goals from the point of view of new insights about theory and practice gained through the Certificate program.

Residency
Within the 30-credit requirement for the MA degree, a minimum of 24 credits must be taken in residency at NYU, i.e., must be courses offered by NYU.
3 Transfer Credit
On recommendation of the adviser, credit for graduate coursework completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old, may be granted to a maximum of 6 credits if a grade of B or better was earned for any such coursework.

- Courses must have been completed at accredited colleges and universities, as determined by the Steinhardt School;
- Courses must relate to our degree and the student's professional goals, as determined by the advisor based on official course titles and descriptions;
- Courses may not have been applied to another degree.
- Courses must have been completed within the last ten years.
- Courses must have earned a grade of B or better.

4 Scholastic Average
Students must maintain a minimum 3.0 grade point average in DMDL and the overall record.

5 Maintaining Active Status
Students must maintain "active" status every semester, from the semester of matriculation through the semester of graduation. Students are "active" in a semester when enroll for a minimum of 3 credits at the graduate level. When students are not enrolled in a course in a given semester within the six-year tenure period, they are required to "maintain matriculation," to have active status; this is done either by registering for either 1 credit of Independent Study in the program or "Maintaining Matriculation" in Steinhardt (in consultation with their academic advisor). Students approved for a "Leave of Absence" automatically maintain active status. Maintaining active status provides students with continuous access to all University facilities.

6 Tenure of Matriculation
Students, whether attending full-time or part-time, have a six-year tenure period in which to complete the MA. The clock begins with the first day of the semester of matriculation; the count is based only on fall and spring semesters, not on summers or January intersessions. The clock continues to run when maintaining matriculation, however the clock stops during those semesters when a student takes an approved "Leave of Absence" and begins again when the student returns to active enrollment.

If under unusual circumstances a student is approved for an extension of matriculation beyond six years or a re-matriculation after six years, course work completed over ten years before effective dates of an extension or re-matriculation can not be counted toward fulfilling degree requirements.

Throughout the six-year period of matriculation in the DMDL program, a student is not permitted to be matriculated in another degree program at the same time. Students who are active degree candidates at one accredited graduate institution can not also, at the same time, matriculate in a second program (at NYU or anywhere else).

7 Final Masters Transcript
New Certificate students who are completing masters degrees immediately prior to matriculation must have a final, official transcript, in hard-copy form, sent from the degree-granting institution to the Steinhardt Office of Graduate Admissions (not the DMDL/ECT Program) in order to finalize admissions to the DMDL program. The OGA address is: Steinhardt Office of Graduate Admissions, New York University, 82 Washington Square East, 3rd Floor, New York NY 10003.

Admissions Criteria
1 Applicants for the Certificate program must have:
   - A Master's degree from an accredited institution of higher education;
   - A minimum cumulative grade credit average of 3.0 for the Master's degree;
   - Formal academic background in education and, preferably, psychology;
   - Prior professional work experience in the field of education, preferably related to educational communication and technology;
   - Basic or, preferably, intermediate skills in one (or more) technology, e.g., computer-based multimedia, web, or productivity tools; video;
(International students) a minimum TOEFL score of 600 (written) or 260 (computer); an acceptable TWE score (if available).

Additional criteria taken into consideration:

- Professional interests and career goals. Applicants are expected to have a strong interest in professional education, and especially in the fields of learning, instruction, and the design and application of educational media and technology to support learning and instruction. Applicants are expected to have professional career goals that make graduate study in the program appropriate and desirable.
- Knowledge of the field of educational communication and technology or related fields. Several areas of knowledge support the design and application of educational media. Applicants should demonstrate knowledge, skills and a record of academic work in at least one relevant area, such as in teaching and instruction, learning, psychology, curriculum, communications, training, educational technology, or media design and production in a particular technology.
- Strong and varied communication skills. Applicants must have strong verbal and written skills. They must be able to express ideas in a clear and coherent manner, listen carefully and respond directly and thoughtfully to questions posed. Good interpersonal skills are essential. Applicants must evidence the ability to communicate in multiple symbol systems and technological contexts.
- Mature professional attributes. Applicants are expected to show evidence of goal orientation; initiative and self-direction; the ability to work independently and collaboratively; good organizational skills; personal and professional commitment to the completion of the degree program.

Application Process

Applications to the Advanced Certificate program are accepted twice yearly. The deadline for materials requested below is February 1 for fall semester matriculation (with the option to begin in summer session); late applications received by May 1 will be reviewed and considered for admission, however, consideration for scholarships and on-campus housing will be limited. The deadline for materials requested below is November 1 for spring semester matriculation.

1 Submit Application

Submit application materials electronically http://steinhardt.nyu.edu/graduate_admissions
Follow instructions for submission of the application form, including the statement of purpose and transcripts. In addition, note that two letters of recommendation are required.

Letters of recommendation should address the applicant’s interests, skills, abilities and accomplishments relevant to the design, development, use and evaluation of educational media and technology-based learning environments; and ability, based on prior academic or professional experience, to pursue and complete graduate studies successfully. Letters may be written by former professors, faculty advisors, academic administrators, or employers knowledgeable of the applicant’s academic work or professional accomplishments.

You will subscribe your recommenders who will then receive instructions on how to submit their letter electronically. Alternatively, ask your recommenders to provide you with or send a sealed and signed letter of recommendation to the Office of Graduate Admissions.

Samples of educational media, professional presentations, thesis projects, and conference or published papers may also be submitted (optional) to Program Director, Program in Digital Media Design for Learning, New York University, 82 Washington Square East, New York, NY 10003.

2 Interview

Following submission of all materials, applicants may be asked to schedule an interview.

3 Admissions Announcements

Admissions decisions are announced by April 1 for fall semester matriculation and by December 15 for spring semester matriculation. Accepted students are then invited to orientation and registration sessions for new students.

For further information, refer to the Steinhardt School of Culture, Education and Human Development website, http://steinhardt.nyu.edu/ or contact the Steinhardt Office of Graduate Admissions, 82 Washington Place, Third Floor, New York, NY 10003 (212-998-5030). International applicants should refer to NYU’s Office of International Students and Scholars for details on additional application and admissions procedures: http://www.nyu.edu/oiss/
GAMES FOR LEARNING
MASTER OF SCIENCE DEGREE PROGRAM

Our Master’s in Games for Learning seeks to prepare students to create, use and evaluate digital games for the specific purpose of learning in formal and informal settings, and explores the social, cognitive, emotional and cultural issues involved in the design of games.

The Master of Science Program in Games for Learning (G4L) is a 36-credit program that prepares students to create, use and evaluate digital games for the specific purpose of learning in formal and informal settings. The program seeks to prepare students to use evidence-based research to facilitate the design, development, implementation, and evaluation of programs that integrate games in a broad range of formal and informal learning settings. Further, the program exposes students to research on the role of social, emotional, cultural, and cognitive aspects of learning and issues of game design, game design models and developmental practices, the value of narrative features of game design, and research methods aimed at improving and evaluating the design of games for learning. It is different from the program in Digital Media Design for Learning (DMDL), which prepares professionals who design, implement and evaluate a wider range of multimedia for learning, including educational web environments, video drama and documentary, and other genres in digital form. The MS in Games for Learning also differs from graduate degrees focusing on general game design by focusing on the unique training required to design games that focus on learning.

The Games for Learning program is also complemented with a strong, optional internship program, where students can apply their skills and knowledge in a broad variety of corporations, cultural institutions and not-for-profit organizations, and game design studios, all of which are also potential future employees of our graduates. The degree program will prepare students to pursue careers as directors of projects related to games for learning, learning game designers, game researchers, and program evaluators in university-based research centers, community agencies, not-for-profit organizations, school systems, and private industry (e.g., game design studios, educational design firms, and educational research firms).

There are several areas of study, including game design, game development, game research and a student-customized area of study under faculty supervision. The program can be pursued full or part-time (see degree requirements for more information).

Academic Requirements Summary

1. Course and Credit Requirements
   Students are required to take 6 credits in learning foundations, 12 credits in design foundations, and 6 credits in the terminal capstone project.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Foundations (Required, 6 credits)</td>
<td>EDCT-GE 2174 Cognitive Science and Educational Technology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDCT-GE 2175 Cognitive Science and Educational Technology II</td>
<td>3</td>
</tr>
<tr>
<td>Design Foundations (Required, 12 credits)</td>
<td>EDCT-GE 2500 Video Games and Play in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDCT-GE 2505 Designing Simulations and Games for Learning</td>
<td>3</td>
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<tr>
<td></td>
<td>EDCT-GE 2510 Narrative, Digital Media and Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDCT-GE 2520 Research on Simulations and Games for Learning</td>
<td>3</td>
</tr>
<tr>
<td>Terminal Capstone Project (Required, 6 credits)</td>
<td>EDCT-GE 2095 Research in Educational Communications and Technology</td>
<td>6</td>
</tr>
</tbody>
</table>
International students may be required to take English language courses in addition to the 36 credits required for the Master of Arts degree. This determination is made on the basis of scores on an English language proficiency examination all international students take upon arriving at NYU.

**Specialized Areas of Study**

Students will also pursue one or more of the following four areas of study, based on their selection of electives (students are permitted to choose courses from more than one area of study). It is recommended that students choose one area of study in which they take at least 12 credits, but modifications may be made (i.e., choosing 12 credits from two different areas of study) or a new area of study may be selected. Both of these options must be exercised under the advisement, supervision, and approval of program faculty.

- **Game Design**: In this area of study, students will focus on design principles and problems, as well as historical factors, related to commercial and educational game design.
- **Game Development**: In this area of study, students will focus on game development skills, such as programming, graphic design, 3-D development and audio design.
- **Game Research**: In this area of study, students will focus on research approaches and methods (qualitative, quantitative, and mixed methods) as related to game and media evaluation and development.
- **Other Areas of Study**: With special permission from program faculty, a student can select another area of study as applicable through independent study, through selection of courses from multiple areas of study as specified above, or other courses offered at the university.

Sample areas of study follow:

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>(A minimum of 12 credits: courses chosen by advisement)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game Design</strong></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>EDCT-GE 2017 Architecture of Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2015 Representation and Interaction Design for Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>DM 6153 Game design studio seminar (Poly)</td>
<td>3</td>
</tr>
<tr>
<td>ITPG-GT 2261 Narrative Lab (Tisch)</td>
<td>4</td>
</tr>
<tr>
<td>ITPG-GT 2272 Game Design (Tisch)</td>
<td>4</td>
</tr>
<tr>
<td>ITPG-GT 2454 Big Games (Tisch)</td>
<td>4</td>
</tr>
<tr>
<td>ITPG-GT 2602 Advanced Game Seminar (Tisch)</td>
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<tr>
<td><strong>Game Development</strong></td>
<td></td>
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<tr>
<td>(Programming, Graphic Design and Audio) Electives</td>
<td></td>
</tr>
<tr>
<td>CSCI-GA 2110 Programming Languages (Courant)</td>
<td>4</td>
</tr>
<tr>
<td>CSCI-GA 3033 Motion Capture for Gaming and Urban Sensing (Courant)</td>
<td>4</td>
</tr>
<tr>
<td>DM 6133 3D STUDIO SEMINAR (Poly)</td>
<td>3</td>
</tr>
<tr>
<td>MPATE-GE 2604 Audio for Games and Immersive Environments (Steinhardt/Music)</td>
<td>3</td>
</tr>
<tr>
<td>MPATE-GE 26133D Audio (Steinhardt/Music)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Game Research</strong></td>
<td></td>
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<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>EDCT-GE 2075 Digital Video Ethnography</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 3311 Content Seminar: Research in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>MCC-GE 2420 Visual Culture Methods (MCC/Steinhardt)</td>
<td>4</td>
</tr>
<tr>
<td>ITPG-GT 2766 Game Studies (Tisch)</td>
<td>4</td>
</tr>
</tbody>
</table>
Other Electives | EDCT-GE 2197 Media Practicum: Field Internships | 3
---|---|---
| EDCT-GE 2300 Independent Study | 1–6
| MCC-GE 2450 Video Game Theory (MCC/Steinhardt) | 4
| MCC-GE 2295 Values Embodied in Information Technology (MCC/Steinhardt) | 4
| TCHL-GE 2018 Games and Curriculum (TL/Steinhardt) | 3
| ITPG-GT 2868 Games and Art (Tisch) | 4

Other electives are permitted by advisement from departments and programs such as:

- Media Culture and Communication (Steinhardt)
- Music Technology (Steinhardt)
- Teaching and Learning (Steinhardt)
- ITP (Tisch)
- Game Center (Tisch)
- Computer Science (Courant/ GSAS)
- Computer Science and Engineering (Poly)

Total Credits | 36
---|---

2 Terminal Integrative Capstone Project
Working under the supervision of the Program Director and a faculty mentor, students will apply the knowledge and skills acquired in their core as well as design electives to an independent learning game design project. This work will culminate in a terminal integrative project (e.g., a publishable quality research thesis, learning game design document and game prototype, learning game usability, playtesting, or evaluation study).

3 Internships (optional)
Students also have the option to take a 3-credit internship. An internship allows learners to apply their skills and knowledge in a broad variety of corporations, cultural institutions, not-for-profit organizations, and game design studios, all of which are also potential future employees of our graduates.

4 Residency
Within the 36-credit requirement for the MA degree, a minimum of 24 credits must be taken in residency at NYU, i.e., must be courses offered by NYU.

4 Transfer Credit
Approximately 10 graduate-level credits (calculated in semester hours) may be considered for transfer from other universities. Courses to be considered for transfer must be evaluated by faculty advisors to establish whether they meet criteria established by the Steinhardt School. These criteria include that courses

- Courses must have been completed at accredited colleges and universities, as determined by the Steinhardt School;
- Courses must relate to our degree and the student's professional goals, as determined by the advisor based on official course titles and descriptions;
- Courses may not have been applied to another degree.
- Courses must have been completed within the last ten years.
- Courses must have earned a grade of B or better.

5 Scholastic Average
Students must maintain a minimum 3.0 grade point average in DMDL and the overall record.

6 Maintaining Active Status
The Steinhardt School requires students to complete requirements for the Master of Science degree within six (6) years of matriculation, defined as the first semester of enrollment for courses leading to the degree. The clock stops only during official leaves of absence. This applies to both full-time and to part-time students.

Students who do not complete requirements for the degree within the six year period have an "expired matriculation." They may apply for an extension of matriculation, for which they will be evaluated by their
faculty advisor. If approved, an extension period is established by their faculty advisor. Students whose matriculation lapses beyond 10 years must apply for "re-matriculation." If accepted, courses previously completed are re-evaluated for currency, and a new Statement of Requirements is issued.

7 Tenure of Matriculation
The Steinhardt School requires students to complete requirements for the Master of Science degree within six (6) years of matriculation, defined as the first semester of enrollment for courses leading to the degree. The clock stops only during official leaves of absence. This applies to both full-time and part-time students.

Students who do not complete requirements for the degree within the six year period have an "expired matriculation." They may apply for an extension of matriculation, for which they will be evaluated by their faculty advisor. If approved, an extension period is established by their faculty advisor. Students whose matriculation lapses beyond 10 years must apply for "re-matriculation." If accepted, courses previously completed are re-evaluated for currency, and a new Statement of Requirements is issued.

8 Final Undergraduate Transcript
New MA students who are completing undergraduate degrees immediately prior to matriculation must have a final, official transcript, in hard-copy form, sent from the degree-granting institution to the Steinhardt Office of Graduate Admissions (not the DMDL/ECT Program) in order to finalize admissions to the DMDL program. The OGA address is: Steinhardt Office of Graduate Admissions, New York University, 82 Washington Square East, 3rd Floor, New York NY 10003.

Admissions Criteria
Applicants for the Master of Science in Games for Learning are required to have a baccalaureate degree from an accredited institution of higher education with a minimum cumulative grade credit average of 3.0. Field experience in a related field is encouraged but not required. For international students: a minimum TOEFL score of 600 on the paper-based test, 260 on the computer-based test, or 100 on the internet-based test.

However, please note that we consider applications as a whole; higher scores do not guarantee acceptance and lower scores do not guarantee rejection. Please see the FAQs for details.

We are seeking individuals with a passion for education and with creativity, vision, and commitment. Applicants need to provide transcripts, recommendations, and a personal statement that describe their knowledge, interest, and excellence in the area of games and learning, either through their undergraduate studies, professional experience, or independent projects. A portfolio of previous work is welcome but not required. We seek individuals who have a clear vision of how and why they want to contribute to enhancing learning through games, and who have shown talent, ability, or potential in one or more of the following areas of focus: learning game design, game development, game research, education, psychology, or related areas.

Our ideal candidates are students who want to do more than simply acquire a job in the games for learning industry. We seek students who have a passion for people’s lives by improving their opportunities to learning with game-based environments, who have ambition and capability to innovate education in bold initiatives, who innovate, experiment, and invent and push the possibilities of games as a learning tool for knowledge, skills, affective outcomes, and 21st century skills.

We are committed to creating a diverse community of learning game designers in our student body. We will work with organizations such as the National Council for Women in IT (NCWIT), Women in Games International, the International Game Developers Association, and other organizations and associations related to education, as well as local and global groups, to ensure that we recruit a balanced and diverse student population.

Groups historically underrepresented will be encouraged to apply for the program. Additionally, the admissions committee will be composed of a diverse group of administrators and faculty. Advertisements and marketing will target groups as an effort to diversify the program. Additionally college recruitment will include historically black and Hispanic colleges and universities.

Application Process
Students will be admitted during the fall and spring, with applications due February 1st for fall/summer admission and November 1st for spring admission of each year. Information sessions throughout the year will help inform prospective students about the program and prepare them for the admissions procedure.

Complete and Submit Application Materials
Submit materials electronically http://steinhardt.nyu.edu/graduate_admissions
Follow instructions for submission of the application form, including the personal statement, transcripts, two letters of recommendation, and requests for financial aid.
Two letters of recommendation. Letters should address the applicant’s interests, skills, abilities and accomplishments relevant to the design, development, use and evaluation of educational media and technology-based learning environments; and ability, based on prior academic or professional experience, to pursue and complete graduate studies successfully. Letters may be written by former professors, faculty advisors, academic administrators, or employers knowledgeable of the applicant’s academic work or professional accomplishments.

If completing the online application, subscribe names, with addresses, of those writing recommendation letters; they will receive instructions on how to submit their letter electronically.

Examples of previous work. Applicants who wish to submit relevant educational media projects, papers or web links may send materials to Program Director, Digital Media Design for Learning, 82 Washington Square East 6th Floor, New York NY 10003. Materials will not be returned.

Applicants with foreign undergraduate credentials and/or non-immigrant, international status should refer to the Office of International Students and Scholars for details on additional application, admissions, and registration procedures http://www.nyu.edu/oiss.

Interview
Following submission of all materials, applicants may be asked to schedule an interview.

Acceptance Announcements
Admissions decisions are announced by April 1 for fall semester matriculation and by December 15 for spring semester matriculation. Accepted students are then invited to orientation and registration sessions for new students.

For further information, refer to the Steinhardt School of Culture, Education and Human Development website, http://steinhardt.nyu.edu/ or contact the Steinhardt Office of Graduate Admissions, 82 Washington Place, Third Floor, New York, NY 10003 (212-998-5030).

EDUCATIONAL COMMUNICATION AND TECHNOLOGY

DOCTOR of PHILOSOPHY DEGREE

The ECT doctoral program is interested in the design of rich, technology-based multimedia learning environments and in conducting research on factors that influence learning, as individuals engage with these environments, and as groups interact with them and each other. ECT doctoral courses and research focus on those representational features and structural characteristics of technology-based learning environments and media that may, in a particular set of circumstances, have cognitive, affective, motivational and socio-cultural significance for learners who interact with them.

ECT faculty and doctoral students represent widely differing areas of inquiry in the field of educational technology, from the design of features in games that support problem solving to the effects of narrative structure in linear video dramas on the exercise of critical thinking; from the role of prior knowledge on learning from different forms of representation in simulations of science principles to the design of technology-based environments that support the social construction of knowledge to strengthen collaborative and negotiation skills; from the design of electronic portfolio environments that scaffolds metacognition to the comparative effects of fictional reality and testimonial reality on attitude change.

ECT students and faculty draw implications for design and develop frameworks for research from a robust interdisciplinary understanding of human learning, comprised of perspectives from the cognitive sciences, the learning sciences, developmental models of learning, constructivist and constructionist philosophies of learning, humanistic and literary studies, and social learning theory. Other fields that inform ECT doctoral study include communication design, information design, multimedia learning theory, human-computer interaction, human symbolization and aesthetics.

The Coordinator of the ECT doctoral program is Professor Jan L. Plass (212 998 5658, jan.plass@nyu.edu).

Academic Requirements Summary
The Ph.D. in ECT is a 57 credit program, comprised of two major categories of course work: ECT course-work (21 credits); and “School-wide doctoral requirements” (36 credits), research- and dissertation-related coursework.
required of all doctoral students in The Steinhardt School. The Coordinator of the doctoral program and faculty academic advisors assist students in making course selections and planning course sequences both appropriate to general doctoral guidelines and relevant to students’ individual goals and interests (all ECT faculty serve as academic advisors to doctoral students). All courses taken must be at the graduate level which, at NYU, are numbered at the 2000- and 3000-levels (and at equivalent graduate levels in other schools at NYU, should doctoral students take their electives in NYU schools other than Steinhardt). Writing and research comprise the third major category of doctoral work.

1 Course Requirements

ECT Course Work (21 credits, plus 1 credit each semester for EDCT-GE 3315)

a. Theoretical Foundations
   EDCT-GE 2174....Cognitive Science and Educational Technology I ........................................... 3
   EDCT-GE 2175....Cognitive Science and Educational Technology II ........................................... 3

b. Doctoral Seminars
   EDCT-GE 3076....Advanced Seminar in Research & Practice in Instructional Technology .............. 3
   EDCT-GE 3315....Doctoral Colloquium in Educational Communication & Technology .................. 1
   Enrollment in 3315 is required every semester

c. ECT Electives .................................................................................................................................. Select 12
   i. ECT Design Foundations
   ii. ECT Design Specialization Courses
   iii. ECT Game Specialization Courses
   iv. ECT Professional Applications Specialization Courses
   v. ECT Research Courses

School-Wide Requirements ................................................. (36 credits)

a. Educational Foundations (chose with advisor’s guidance) ................................................................. 6

b. Content Seminar (in ECT)
   EDCT-GE 3311....Content Seminar: Research in Instructional Technology

c. Research Electives (Dept of Interdisciplinary Research Studies) ..................................................... 15

d. Specialized Research Course (Dept of Interdisciplinary Research Studies) ................................. 3

e. Dissertation Proposal Seminar .......................................................................................................... 3

f. Cognates Electives ................................................................................................................................ 6
   “Cognates” are graduate-level professional electives related to your specialization. They may be graduate-level courses selected from other programs in Steinhardt, other schools in the University, or from the list of DMDL/ECT Specialization Courses you have not taken to fulfill the Specialization Courses requirement. Examples of special interest to ECT students begin on page 29.

2 Research Requirements and Benchmarks

As doctoral students advance through their course work and develop expertise in a particular area of inquiry, they begin to formulate the questions that will define their doctoral research process. This process is comprised of a series of benchmarks, the first of which is meeting the requirements for admission to degree candidacy.

a. The candidacy paper
   For ECT students this step involves writing the candidacy paper, a scholarly examination of a critical issue or problem at the intersection of learning, media and technology, with the guidance and support of an ECT faculty advisor. In the candidacy paper, students review relevant theory and studies previously conducted concerning this issue or problem, with a view toward establishing important directions to pursue in their own dissertation research.

b. Candidacy approval; Admission to degree candidacy

c. Appointment of dissertation committee
   After admission to candidacy, doctoral students’ next benchmarks include developing the dissertation proposal and the appointment of a dissertation committee; these steps typically inter-act, as students make progress on the proposal while identifying appropriate committee members who, in turn, as

DMDL, G4L, and ECT Programs, Fall 2012
selected, contribute to students’ progress. During this period, students have the benefit of additional support in the Dissertation Proposal Seminar required of all doctoral students. Depending on the types of studies students plan, this phase might also involve applying for approval to conduct their studies from the University Committee on Activities Involving Human Subjects.

d. **The dissertation proposal; IRB (if applicable); The dissertation proposal review**
The dissertation proposal, once approved by the students’ committee, is formally reviewed by an advisory panel of faculty with relevant expertise.

c. **Dissertation research and writing; Final oral examination; Final dissertation approval**
The dissertation proposal, once approved by the students’ committee, is formally reviewed by an advisory panel of faculty with relevant expertise. When approved, students begin the longer process of conducting their studies with the continued guidance and support of committee members. The last benchmark is the final oral examination of the completed dissertation, conducted by the dissertation committee and two outside readers.

### Residency
A minimum of 36 credits must be taken in residency at NYU.

### Advanced Standing Credit

There is no provision for advanced standing at the doctoral level. Graduate study completed at an accredited institution; not applied to another graduate degree; completed with a grade of A, B, or Pass; and not more than 10 years old may be presented for consideration of exemption from certain coursework, if appropriate, without reference to transfer of units.

### Scholastic Average
Students must maintain a minimum 3.0 grade point average in ECT/DMDL and on the overall record.

### Maintaining Active Status

Students must maintain active status every fall and spring semester, from the semester of matriculation through the semester of graduation. This includes registering for the one-credit doctoral colloquium each semester, which is designed to ensure all doctoral students have a supportive community to further their research, whether or not they are involved in a research lab. Students conducting research away from New York should plan to videoconference in. In exceptional cases, advisors may approve alternatives to the colloquium (for example, if the student is visiting a research lab at another university for a semester, and the host lab serves as a community to support the student’s continued doctoral progress.) There is no colloquium requirement for summer or intersession.

Regardless of the doctoral colloquium requirement, students must also maintain continuous registration at the university fall and spring semesters, unless on approved leave of absence (granted through student affairs, for example in the case of illness, pregnancy, etc.). Students who are pausing their graduate studies for other reasons must consult with their advisor or dissertation chair, and will be required to register for ‘maintenance of matriculation’ for any fall or spring term in which they are not active.

### Tenure of Matriculation
Full-time doctoral students are required to complete the degree within eight years of the date of matriculation; part-time doctoral students are required to complete the degree within ten years of the date of matriculation.

### Admission Criteria

1. Applicants to the doctoral program must have:
   - A Master’s degree from an accredited institution of higher education;
   - A minimum cumulative grade credit average of 3.0 for the Master’s degree;
   - Formal academic background in education and, preferably, psychology;
   - A combined minimum score of 1000 (verbal and quantitative) on the Graduate Record Exam;
   - Basic or, preferably, intermediate skills in one (or more) technology, e.g., computer-based multimedia, web, or productivity tools; video;
   - (International students) a minimum TOEFL score of 637 (written), 100 (Internet) or 260 (computer); an acceptable TWE score (if available).
Additional criteria taken into consideration:

- **Professional interests and career goals.** Applicants are expected to have a strong interest in professional education, and especially in the fields of learning, instruction, and the design and application of educational media and technology to support learning and instruction. They are expected to have a genuine interest in research and theory in these same areas. Applicants are expected to be able to articulate clearly a set of goals for which doctoral study in educational communication and technology is appropriate and desirable.

- **Knowledge of the field of educational communication and technology and/or related fields.** Several areas of knowledge inform the design and development of educational media. Applicants should demonstrate well-developed knowledge and skills and a record of concentrated academic work in at least one relevant area, such as in instruction, learning, curriculum, communication, educational technology, or media design and production in a particular technology.

- **Professional experience and contributions to the field and/or related fields.** Applicants are expected to have professional work experience in educational communication and technology, or in related fields, and to have made a significant contribution to the achievement of goals in the workplace.

- **Scholarship and research potential.** Applicants must demonstrate an interest in scholarly inquiry and research, an ability to identify and analyze significant problems in the field of mediated instruction, and to identify reasonable approaches to solutions. Applicants must demonstrate an ability and an interest in critical and creative inquiry and in the application of theory to practice in the field.

- **Strong and varied communication skills.** Applicants must have strong verbal and written skills. They must be able to express ideas in a clear and coherent manner, listen carefully and respond directly and thoughtfully to questions posed. Good interpersonal skills are essential. Applicants must evidence the ability to communicate in multiple symbol systems and technological contexts.

- **Mature professional attributes.** Successful applicants will evidence goal orientation; initiative and self-direction; the ability to work independently and collaboratively; leadership and organizational skills; personal and professional commitment to the completion of the degree program.

**Application Process**

Applications to the Doctor of Philosophy program are accepted once yearly. The deadline for materials requested below is December 15 for matriculation in the following fall semester. Approximately four new students are admitted each academic year.

1. **Submit Application**

Submit application materials electronically [http://steinhardt.nyu.edu/graduate_admissions](http://steinhardt.nyu.edu/graduate_admissions)

Follow instructions for submission of the application form, including the statement of purpose, GRE scores (current preferred; can be no older than 5 years), and transcripts. In addition, please note that three letters of recommendation and an essay are required for consideration. This information follows below and see [http://steinhardt.nyu.edu/graduate_admissions/guide/edct/phd](http://steinhardt.nyu.edu/graduate_admissions/guide/edct/phd)

Letters of recommendation should address the applicant's interests, skills, abilities and accomplishments relevant to research on, design and use of educational media and technology-based learning environments; and ability, based on prior academic or professional experience, to pursue and complete doctoral studies and research successfully. Letters may be written by former professors, faculty advisors, academic administrators, or employers knowledgeable of the applicant's academic work or professional accomplishments.

You will subscribe your recommenders in the online application, and they will receive instructions on how to submit their letter electronically. Alternatively, please ask your recommenders to send or provide you with a sealed and signed letter of recommendation to send to the Office of Graduate Admissions or to Professor Jan L. Plass, Program in Educational Communication and Technology, New York University, 82 Washington Square East, 6th Floor, New York, NY 10003.

2. **Supplemental Essays**

A supplemental essay is required, in addition to the “Statement of Purpose” requested as part of the application package. Submit responses to the following essay questions. Each response should be no more than one page in length. These responses may be uploaded with the online application or sent to Professor Jan L. Plass <jan.plass@nyu.edu>.

   a. What are your professional goals?

   b. What areas of knowledge and skills do you expect to develop while in the doctoral program, and how will these be useful to your professional plans and goals?
c. What academic, personal or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision?

d. Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant.

e. In what areas do you have an interest in research and theory? In what content areas or for which audiences do you have an interest in designing educational media programs? What experiences led to these interests?

f. Describe your position on what effective instruction is, the relation of media and technology to instruction, and the theoretical or conceptual frameworks you find most powerful and useful to support your position.

g. Describe one or more significant academic or professional situations in which you have encountered the problem of improving learning or instruction. How did you identify and analyze the problem, and how did you or would you have solved it?

h. Describe one or two critical problems that, in your view, impede effective learning or instruction in a particular setting or type of institution. Outline briefly how you would approach research on these problems, including useful theoretical frameworks and methodology.

i. Describe your technology skills, e.g., skills in computer-based multimedia, web, or productivity tools, video, etc.

Samples of published papers, chapters, and presentations on relevant topics and original CD-ROMs, DVDs, videos, and links to websites produced may also be submitted to Professor Jan L. Plass, Program in Educational Communication and Technology, New York University, 82 Washington Square East, 6th Floor, New York, NY 10003.

3 Interview

Individuals who intend to apply for the doctoral degree are encouraged to schedule an appointment with Professor Jan Plass, Coordinator, during the fall semester when applications are due. We will contact those applicants who appear most suited for the ECT Ph.D. program to schedule an admissions interview in February/March.

4 Admissions Announcements

Admissions decisions are announced by April 1. At that time, accepted students are invited to meet with an advisor for curriculum planning and registration. Once accepted, students may begin course work in the following summer session or fall semester.

For further information, refer to the Steinhardt School of Culture, Education and Human Development web-site, http://steinhardt.nyu.edu/ or contact the Steinhardt Office of Graduate Admissions, 82 Washington Place, Third Floor, New York, NY 10003 (212-998-5030). International applicants should refer to NYU’s Office of International Students and Scholars for details on additional application and admissions procedures: http://www.nyu.edu/OISS/.

NON-DEGREE STUDENT STATUS

Digital Media Design for Learning and Games for Learning

Special Student status may be granted to individuals who wish to register as non-degree students in graduate course work in the Steinhardt School of Culture, Education and Human Development. Applications are processed throughout the year. Special Students are limited to the completion of 18 credits of course work. All courses must be taken for credit (auditing courses is not permitted). If individuals with Special Student status subsequently make formal application to matriculate in degree or certificate programs in the School, courses completed while having Special Student status will be evaluated for their applicability by advisors in the academic program to which individuals apply. Admission to Steinhardt as a Special Student does not guarantee admission to degree and certificate programs in the School. Special Students must apply for a specific program and degree.
The Program in Digital Media Design for Learning recommends that applicants for Special Student status have earned a cumulative grade credit average of 3.0 or higher for an undergraduate or graduate degree from an accredited institution of higher education. The program recommends that international applicants have strong proficiency in English, including a minimum TOEFL score of 637 (written), 100 (Internet), 260 (computer).

**Application Process**

1. **Submit Application**
   Submit application materials electronically [http://steinhardt.nyu.edu/graduate_admissions](http://steinhardt.nyu.edu/graduate_admissions)

   On the application form, indicate an interest in taking courses in the Program in Digital Media Design for Learning as a non-degree “Special Student.” Follow instructions provided regarding submission of transcripts.

2. **See Special Student Advisor**
   After admission, make an appointment with a Special Student Advisor in the Steinhardt School of Culture, Education and Human Development’s Office of Student Services (82 Washington Square East, Second Floor, NY, NY 10003 (212-998-5065) to complete a registration worksheet. Special Students must obtain clearance to register each semester.

3. **See DMDL Faculty Advisor**
   Bring the completed registration worksheet to a faculty advisor in the DMDL offices in order to obtain approvals to enroll in the courses selected.

4. **Submit Registration Worksheet to Special Student Advisor**
   Return the registration worksheet to the Special Student Advisor, showing approvals, for assistance with course registration.

For additional information, applicants should refer to the Steinhardt School of Culture, Education and Human Development homepage, [http://steinhardt.nyu.edu/](http://steinhardt.nyu.edu/), or contact the School’s Office of Graduate Admissions, 82 Washington Place, Third Floor, New York, NY 10003 (212-998-5030) for additional information.

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**ELECTIVES OF INTEREST**

**Updated October 2012**

**STEINHARDT, GRADUATE LEVEL COURSES**

**A. Examples from Applied Psychology**

- **APSY-GE 2082 Problem-Solving & Thinking**
  Influential factors, processes, & theories pertaining to problem solving and concept attainment. Status of current research in these areas & implications of research for teaching. Included are topics of language & thinking.

- **APSY-GE 2112 Psychological Perspectives on the Teaching of Critical Thinking**
  Focuses on efforts to teach critical thinking skills in schools. Topics include the definition & measurement of critical thinking, the role of critical thinking in science and math education, and the development and evaluation of novel curricula to teach critical thinking skills.

- **APSY-GE 2114 Educational Psychology**
  Survey of major areas of psychology: development, learning, social, personality, and measurement. Emphasis on principles and concepts that provide basic understanding for educational practice and for the helping professional.

- **APSY-GE 2138 Human Growth and Development**
Central theories in the area of human growth and development from a “life-span” perspective of tracing development from birth to death. Students will gain the skills and knowledge they need to critically evaluate and apply theory and central research in this area. The course will introduce students to the major theoretical approaches for understanding human growth and development. Multiple factors including biology and culture will be discussed.

APSY-GE 2197 Perceptual Development
Basic sensory and perceptual processes and functioning of child’s and adult’s senses in acquiring information of the physical and social world. Terminology and measures, visual and auditory sensitivity, infant attention, classification and labeling, sensory-cognitive adaptation, theories of perceptual learning and development.

APSY-GE 2198 Cognitive Development
This course tackles historically compelling questions concerning how people learn and come to acquire the cognitive skills needed to adaptively function in their cultural communities. Based on readings of theoretical and research-based primary sources, which will be drawn from both classic and contemporary writings, lectures will be coupled with student-led debates on questions such as: How do individuals engage in the active process of learning about their worlds? Which theories can be brought to bear in understanding developments in language, memory, symbolic representation, social cognition (including understanding others, minds), etc.? Are there core cognitive capacities that are innately human and present from birth, such as a module for language, object knowledge, and number sense, or are views about the “miraculous” infant and innate capacities overblown? Are there sensitive periods in human development, and if so, how do studies of deprivation and delay provide insights into this issue? What do studies of cognitive development say about variation across race, ethnicity, and gender? How is knowledge affected by and constructed from everyday social interactions and experiences? How is culture expressed in everyday experiences and the development of cognitive skills? Which cognitive developments and processes are universal and which are unique to cultural contexts? These questions exemplify topics that will be actively explored in class in large and small groups. Students will learn about the process of knowledge growth, spanning infancy, early childhood, and adulthood, and will become versed in experimental, quasi-experimental, and field-based methods applied in studies of cognitive development.

APSY-GE 2214 Learning Theories
Current theories of learning and relevant research with stress on the processes involved in human learning. Implications of current research in learning and memory for education.

APSY-GE 2218 Psychology of Human Intelligence
Central concepts in the psychological study of human intelligence. Topics covered include nature and nurture debates, measurement of intellectual abilities, unitary versus multiple intelligences, under-standing race and gender differences, the modifiability versus stability of intelligence, & contextual and cultural influences on the development of intelligence.

APSY-GE 2271 Survey of Developmental Psychology
Nature of psychological development in childhood & adolescence considered & attention paid to developmental implications for adulthood & old age. Rigorous analysis of developmental theories is undertaken with emphasis on research findings & methods as reported in current literature.

APSY-GE 2272 Adolescent Development: Theory and Research
Examine theories and research on adolescent development with a particular focus on adolescents from diverse cultural backgrounds. Topics include: identity development; family and peer relationships; sexuality; risk-taking behavior; and the impact of family and peer relationships, schools, and neighborhoods on psycho-social adjustment. Different methodological approaches to the study of adolescent development will be examined. Implications for prevention and intervention programs for adolescent will also be discussed.

APSY-GE 2671 Current Perspectives on Women's Development
Examination of current theory & research relevant to women in the context of epistemological perspectives and a range of theories including feminist and gender theory, radical theory, psychoanalytic theory, and life-span development theory. Topics include theories of gender development, ethnic/racial differences, sexuality, adult roles of work, marriage, and parenting, problems such a sexual abuse & eating disorders, and counseling and psychotherapy with regards to gender.

APSY-GE 3098 Seminar in Cognition and Communication
Topics in cognition, communication, and information processing, cognitive models, & social information processing.

APSY-GE 3103 Historical Perspectives of Psychological Theory
Influence of philosophy and early systems of psychology on contemporary views. Examination of British empiricism, structuralism, Gestalt psychology, behaviorism, and psychoanalytic theory.

B. Examples from Media, Culture, and Communication
MCC-GE 2125 Evolution of Technology
Traces the development of technology from historical, current, and future-oriented perspectives. Attention given to intended and unintended consequences of technological events.

MCC-GE 2130 Topics in Digital Media
Designed for current theoretical research in digital media. It is expected that course themes will vary to reflect debates in the field. Topics may include the following: computers and pedagogy; on-line communities; on-line publishing; the cultural history of software; video games studies.

MCC-GE 2131 Topics in Digital Media: Games Studies
A critical approach to the medium of the video game. Examination of the concept of ‘play’ using methods from literary criticism, cultural anthropology, post structuralism, and cinema studies. Discussion of approaches to the philosophy of action, ludology, and theories of mechanic and gamic visuality. Themes will include simulation, social realism, and war games. The seminar will include screenings and require game play.

MCC-GE 2150 The Origins of Modern Media
Examination of the sociopolitical, technological, aesthetic, and institutional development of media from 1880-1950. Emphasis is placed on telegraphy, telephony, sound-recording, and amplification devices, radio (both point-to-point and broadcast) and film. Students are introduced to a variety of historiographical techniques and are encouraged to reflect upon the relationship between origins of the mass media and current technological institutional, sociopolitical and aesthetic dynamics of media.

MCC-GE 2285 Integrating Media Education in School, Community and Work
Hands-on video production, media literacy program design, readings, and reflection on approaches and strategies educators can use to incorporate media education into their schools and community-based organizations.

MCC-GE 2286 Young People and Media Cultures
The role of popular media in the experiences, thinking, and values of young people. Students engage in research and practice-oriented assignments to consider issues of media education.

MCC-GE 2295 Values embodied in Information Technology
Studies social, political and ethical values embodied in computer and information systems, and new media. Students examine work in the philosophy and social study of technology to understand the rich and sometimes troubling relationship between values and technical design. Course will ask: Is technology neutral? Who should make key decisions? What is the role of scientists and engineers? The course examines specific cases, such as, the Internet, search engines, web- cookies, and data mining from philosophical, empirical, and technical perspectives.

MCC-GE 2420 Visual Culture Methods
In the wake of the Arab Spring and the Occupy movements worldwide, especially Occupy Wall St here in New York, how can we study the interface of visualized media and politics? This course provides a participatory introduction to the methods of critical visuality studies from a wide range of perspectives. The class will develop and explore horizontal means of occupying visual culture.

MCC-GE 2450 Video Game Theory
In the last decade or two, video games have ascended to the heights of our cultural pantheon. No longer considered simple pastimes, they are recognized as complex media whose stellar popularity challenges traditional notions of subjectivity, spectatorship, interactivity, identity and ideology. And yet, their ubiquity aside, video games have only recently aroused the interests of communications scholars. The purpose of this class, then, is both to provide a general introduction to the field of video game studies, and to suggest a host of divergent directions such research may take in the near future. From the phenomenology of thumbs to the ethical thickets of codes and cheats, the class will address the key questions facing game researchers today; true to the field’s inherent interdisciplinary nature, methodologies considered will vary from ethnography to semiotic analysis. Examples will be provided throughout, and no pre-existing knowledge of gaming is necessary.

C. Examples from Interdepartmental Research Program
http://steinhardt.nyu.edu/humsocsci/interdepartmental/course

RESCH-GE 2138 Writing Empirical Research
This course will help students strengthen the writing competencies they need to produce quantitative and qualitative method dissertations that will convey research findings in a clear, objective style. Course content will position students to begin contributing writings in their scholarly communities. Sequences assignments will address various writing forms and allow students feedback on their work.

RESCH-GE 2132 Principles of Empirical Research
Principles of social and behavioral research. Emphasis on types of problems, research procedures, instrumentation, and data analysis utilized in correlational experimental and survey research. Introduction to use of SPSS computer package for treatment of data and development of research reports.
RESCH-GE 2085 Basic Statistics I
This introductory two-semester course is designed to prepare undergraduate- and master's-level students to use statistics for data analysis. The course make use of SPSS for Windows, a statistical computer software package for the social sciences. The first semester serves as a foundation for the second, covering methods for displaying and describing data. Topics include frequency distributions and their graphical representations, percentiles, measures of central tendency and dispersion, correlation, and simple regression.

RESCH-GE 2086 Basic Statistics II
The second semester builds on the foundation of the first and covers particular methods of statistical inference that rely on the normal t, F, and chi-square distributions to test hypotheses about means, variances, correlations, and proportions.

RESCH-GE 2134 Experimental & Quasi Experimental Design
Emphasis on experimental and quasi-experimental designs. Application of basic and more complex designs such as factorial square, and repeated measures. In addition, measurement, reliability, and power analysis will be covered.

RESCH-GE 2135 Historical Research
Identification and analysis of historical problems. Exploration of concepts, language and techniques of historical research. In order to comprehend fully the development of a historical interpretation, each student should enter this course with a clear research problem and in command of the literature related to it. For students with limited experience in historical methodology, E55.2000, Historical Writing, is recommended as a prerequisite.

RESCH-GE 2136 Philosophical Inquiry
Models of inquiry used in interpreting and analyzing the literature of a field and in presenting new viewpoints, arguments, and research. Logical, historical and sociological dimensions of interpretation of relevant topics and problems. Development of skills in the logical analysis of arguments and explanations.

RESCH-GE 2139 Survey Research Methods
The survey is the leading mechanism for collecting information on a wide array of topics in our data-driven world. This course is designed to introduce students to the fundamental aspects of the survey and ways for evaluating this form of data collection. Principle topics include: survey design; coverage, sampling, and non-response; modes of data collection; questionnaire construction and evaluation. Throughout this course, students will be given opportunities to engage in actual survey research activities.

RESCH-GE 2140 Approaches/Qualitative Inquiry
The purposes of this doctoral inquiry course are to: (a) examine the nature, purposes, theories and methods of qualitative research; (b) introduce several approaches to inquiry, including: ethnography, case study, phenomenology, grounding theory, and narrative inquiry to name a few; (c) practice the art of interviewing, observing, and making meaning of social settings; (d) explore a variety of methods for analyzing qualitative data such as thematic analysis, narrative analysis, and discourse analysis to name a few; and; (e) learn how to assess the quality and trustworthiness of interpretive research.

RESCH-GE 2141 Case Study/Ethnographic Inquiry
Conceptual and methodological activities build on and extend those begun during the previous semester in E10.2140. Strengthening fieldwork skills. Second half of the fieldwork project to be completed with an emphasis placed on emergent, complex data analyses. Ways of writing up results for presentation in dissertations and other publishable forms are examined. Guidelines for qualitative, field-based dissertation proposals are reviewed.

RESCH-GE 2142 Interview & Observation
A practicum in semi-structured interviewing and participant observation – primary modes of qualitative data generation in the social sciences. Students learn these techniques by using them to gather novel empirical data. The course provides instruction on note-taking, data organization, preliminary analysis, and the ethics and politics of research with human subjects.

RESCH-GE 2143 Participatory Action Research
Introduction to various approaches to Action Research with an emphasis on approaches that encourage the participation of stakeholders. The course will cover action research traditions, issues of positionality, methodology, validity, and ethics. Students will engage in various field exercises to practice data gathering skills.

RESCH-GE 2147 Fieldwork Data Collection
This course focuses on data collection. This includes a focus on gaining access to a field site, selecting a case, matching a research question with a methodology, and the nuts and bolts of taking and writing field notes. The course is designed primarily for doctoral students who would like training in this method for their dissertation work.

RESCH-GE 2148 Fieldwork: Data Analysis
This graduate-level seminar is primarily intended for doctoral students and reviews the fundamentals of data analysis for qualitative and ethnographic fieldwork projects, specifically focused on the analysis of ethnographic and observational data and the integration of coded data into write-ups in articles, reports, and dissertation/book chapters. Students enrolling in this course must have original data that they have collected during Fieldwork: Data Collection (or, by prior approval of the instructor, for other projects such as dissertations).

### OTHER NYU SCHOOLS, GRADUATE LEVEL COURSES OF INTEREST AS ELECTIVES

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### Other Masters Programs in the School for Continuing and Professional Studies Approved for Graduate-level Electives

- Digital Imaging and Design
- Graphic Communications Management & Technology
- Fundraising
- Global Studies
- Public Relations & Corporate Communications
- Direct Marketing Communications
- Human Resources Management & Development Coaching
- Management Systems Information Technology