PROGRAMS IN
DIGITAL MEDIA DESIGN FOR LEARNING &
EDUCATIONAL COMMUNICATION AND TECHNOLOGY
Department of Administration, Leadership, and Technology

INFORMATION FOR APPLICANTS, Fall 2011 / Spring 2012

Faculty
Professor Ricki Goldman
Associate Professor Christopher Hoadley
Professor Jan Plass
Associate Professor Francine Shuchat Shaw

The DMDL and ECT Programs ......................... 2
Faculty, Staff, & Resources .......................... 4
Courses Offered ........................................ 5
Course Descriptions .................................... 6
Master of Arts Degree ................................. 12
Advanced Certificate Program ...................... 15
Doctoral of Philosophy Degree ..................... 18
Non-Degree Enrollment in Courses ............... 22

239 Greene Street, Third Floor NY, NY 10003 (212) 998-5520
Programs in
Digital Media Design for Learning &
Educational Communication and Technology

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 construction-ist 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.
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 alumni 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, alumni 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 throughout state and federal government creating media that facilitates communication and understanding between committees and for the public who visit.

CREATE

The infrastructure for research in DMDL/ECT, and in particular the doctoral program, is the Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE). The mission of CREATE is to improve the educational effectiveness of emerging technologies by advancing design that is theoretically grounded in the cognitive sciences.

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.ailt.ed.nyu.edu.
DMDL/ECT Faculty and Staff

Professor Ricki Goldman
Co-Director, CREATE
Room 325, (212) 998-5524, ricki@nyu.edu

Associate Professor Christopher Hoadley
(212) 998-5520, ch97@nyu.edu

Professor Jan L. Plass
Coordinator, Doctoral Program
Co-Director, CREATE
Room 308, (212) 998-5658, jplass@nyu.edu

Associate Professor Francine Shuchat Shaw
Room 326, (212) 998-5187, francine.shaw@nyu.edu

Leonard Majzlin, Adjunct Faculty
Room 322, (212) 998-5181, lenmajzlin@aol.com

Faculty, Staff & Resources

East Building, 239 Greene Street

Frank Migliorelli, Adjunct Faculty
ESI Design, Director of Interactive Media & Technology Design, fmigliorelli@esidesign.com

Aminata Diop, ALT Department Administrator
(212) 998-5924, aminata.diop@nyu.edu

Merlyn Jerry, ALT Administrative Assistant
(212) 998-5520, mdj1@nyu.edu

Shirley Montgomery, ECT Administrative Assistant
Reception, (212) 998-5520, sm24@nyu.edu

Louis Rosenberg, Steinhardt Technical Assistant
Room 316, (212) 998-5122, lsr3@nyu.edu

More About DMDL/ECT

DMDL/ECT Website
In addition to information in this document: faculty and student interviews on the program and courses; videos; current doctoral research, masters theses, and internships; current news and events; archives of program bulletins, etc.
http://steinhardt.nyu.edu/alt/ect

ECT CREATE
Consortium for Research and Evaluation of Advanced Technologies in Education
http://create.alt.ed.nyu.edu

Program Bulletins
Subscribe by sending a blank message from the e-mail address you prefer for delivery to: join-ed-comm-tech@lists.nyu.com

More About NYU & Steinhardt

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

Steinhardt, current student information
http://steinhardt.nyu.edu/portal/current_students

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

Steinhardt, Student Guide, procedures
http://steinhardt.nyu.edu/policies/

NYU Home Accounts
http://home.nyu.edu

Steinhardt, policies and procedures
http://steinhardt.nyu.edu/policies/procedures

Info Technology Services
http://home.nyu.edu/its

Office of Graduate Studies, all graduate information
http://steinhardt.nyu.edu/advisement/masters/

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

Office of Graduate Studies, MA information
http://steinhardt.nyu.edu/advisement/masters/office

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

NYU Student Resource Center
http://www.nyu.edu/src/
## COURSES OFFERED

### Theoretical Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2158</td>
<td>Educational Design for Media Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2174</td>
<td>Cognitive Science and Educational Technology I</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2175</td>
<td>Cognitive Science and Educational Technology II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Design Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2015</td>
<td>Interaction Design for Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2017</td>
<td>Architecture of Learning Environments</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specialization Courses

#### Design

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2153</td>
<td>Educational Video: Design and Production I</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2154</td>
<td>Educational Video: Design and Production II</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2200</td>
<td>Media for Museums and Public Spaces</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2251</td>
<td>Educational Design for the World Wide Web I</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2177</td>
<td>Advanced World Wide Web Design Lab</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2510</td>
<td>Narrative, Digital Media and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2031</td>
<td>Educational Technology in a Global Context</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Games for Learning

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2500</td>
<td>Video Games and Play in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2176</td>
<td>Simulations and Games for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2520</td>
<td>Research on Simulations and Games for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2510</td>
<td>Narrative, Digital Media and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Professional Applications

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2211</td>
<td>Professional Applications of Educational Media in NYC</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2008</td>
<td>Learning and Teaching K-16 With Social Media</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2197</td>
<td>Media Practicum: Field Internships</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2198</td>
<td>K-12 Student Teaching in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 2018</td>
<td>Integrating Educational Technology in Teaching &amp; Learning</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Research Courses and Doctoral Seminars

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2075</td>
<td>Digital Video Ethnography: Cultural Interpretation with New Media</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 3311</td>
<td>Content Seminar: Research in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 3076</td>
<td>Advanced Seminar in Research &amp; Practice in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDCT-GE 3315</td>
<td>Doctoral Colloquium in Educational Communication &amp; Technology</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Independent Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2300</td>
<td>Independent Study</td>
<td>variable</td>
</tr>
</tbody>
</table>

#### Master of Arts Thesis Project

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT-GE 2095</td>
<td>Research in Educational Communication and Technology</td>
<td>variable</td>
</tr>
</tbody>
</table>

DMDL & ECT Programs, Information for Applicants, Fall 2011/Spring 2012
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, Goldman.  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 framework. 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  
Migliarelli.  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 wireframes 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.

Specialization: DESIGN

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 understood 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 2176  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
Majzlin. 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 the decision-making process regarding media choices available, analysis of the visitor experience, the learning environment and the ways in which media choices can serve a museum's or visitor center's educational goals.

Concentration: 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 2176  Designing Simulations and Games In Education**  
_Plass. 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 2176  Research on Simulations and Games for Learning**  
_Plass. 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 2176  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.

**Specialization: PROFESSIONAL APPLICATIONS**

**EDCT-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 learner 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 2107 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 regards internships as essential to professional development and 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 that use diverse communication technologies to address rights, access and equity issues.

**EDCT-GE 2108 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.

**RESEARCH COURSES AND DOCTORAL SEMINARS**

**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 time-line, 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 THESIS PROJECT**

**EDCT-GE 2095  Educational Communication and Technology Research**

*Shuchat 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 14 for additional information.

THE MASTER OF ARTS DEGREE

Academic Requirements Summary

The Master of Arts is a 36-credit program, comprised of course requirements in several categories as shown below. Faculty academic advisors assist students in making course selections and planning course sequences both appropriate to general guidelines and relevant to students’ individual goals and interests (all faculty serve as academic advisors to MA students; advisors are assigned prior to the matriculation semester). All courses taken must be at the graduate level which, in Steinhardt, are numbered at the 2000- and 3000-levels (and at equivalent graduate levels in other programs and schools at NYU where MA students may take electives).

General guidelines for completing the required 36 credits of course work are:

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 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

   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
   EDCT-GE 2510 Narrative, Digital Media and 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 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

DMDL & ECT Programs, Information for Applicants, Fall 2011/Spring 2012 12
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

Independent Study
EDCT-GE 2300 Independent Study 1-6

d. COGNATE ELECTIVES choose 6 credits
"Cognates" are graduate-level professional electives. These courses may be taken in programs other than DMDL/ECT or selected from DMDL/ECT specialization courses.

e. M.A. THESIS PROJECT 6 credits required
EDCT-GE 2095 Research in Educational Communication and Technology 1-3
Students are advised to complete all other course work prior to enrolling in this course for the second time in order to devote their final, graduating semester exclusively to the thesis.

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 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 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. Thesis projects may be "new," relative to work done in previous courses; or they may be projects started in a previous course that become significantly expanded and enhanced. The thesis may take these forms: (1) Design & Development of Media for Learning; (2) Scholarly Critical Inquiry Paper; (3) Research Study (prerequisites are the program's doctoral course, EDCT-GE 3311, Content Seminar in Research in Instructional Technology and an appropriate research methods course); (4) Action Project; (5) Field Service Media Project.

2. A minimum of 24 credits must be taken in residency at NYU, i.e., courses offered by NYU.

3. A maximum of 9 to 11 graduate credits may be considered for transfer from other universities; these are evaluated by faculty advisors to establish whether they meet criteria established by the Steinhardt School.

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

5. 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.

6. 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 register for either 1 credit of Independent Study or for "Maintaining Matriculation" in Steinhardt (in consultation with their academic advisor), which provides students with access to all University facilities.

Admissions Criteria
Applicants for the Master of Arts program must have:

1. A baccalaureate degree from an accredited institution of higher education;
2. A minimum cumulative grade credit average of 3.0 for the baccalaureate degree;
3. Formal academic experience in education and, preferably, psychology;
4. Basic or, preferably, intermediate skills in one (or more) technology, e.g., computer-based multimedia, web, or productivity tools; video;

5. (International students) a minimum TOEFL score of 637 (written), 100 (Internet) or 260 (computer); an acceptable TWE score (if available).

The following additional criteria will be used for all students, including those whose GPAs, TOEFL scores or academic background do not fully meet expectations described above:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

Step 1

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, 239 East Building, Suite 300, New York, NY 10003.

**Step 2**
Interview: Following submission of all materials, applicants may be asked to attend an admissions interview.

**Step 3**
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). For additional information relevant to international applicants, refer to NYU's Office of International Students and Scholars for details on additional application and admissions procedures: http://www.nyu.edu/oiss

**ADVANCED CERTIFICATE PROGRAM**

**Academic Requirements Summary**

The DMDL Certificate is a 30-credit post-master's program, comprised of requirements as shown below. Faculty academic advisors assist students in making course selections and planning course sequences appropriate to general guidelines, relevant to students' individual goals and interests, and to advance and enhance students' professional practice in the field (all faculty serve as academic advisors; advisors are assigned prior to the matriculation semester). All courses taken must be at the graduate level which, in Steinhardt, are numbered at the 2000 and 3000 levels (and at equivalent graduate levels in other programs and schools at NYU where students may take electives).

**General guidelines for course work are:**

1. **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

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

3. **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 2031 Educational Technology in a Global Context ...................................... 3
Games for Learning
EDCT-GE 2500 Video Games and Play in Education ................................................. 3
EDCT-GE 2176 Simulations and Games for Learning ................................................. 3
EDCT-GE 2510 Narrative, Digital Media and 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

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

4. COGNATE ELECTIVES ....................................... 3-6 credits
“Cognates” are graduate-level professional electives. These courses may be taken in programs other than DMDL/ECT or selected from DMDL/ECT specialization courses.

5. PROFESSIONAL WORK REPORT
The Advanced Certificate is 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 this work 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 Advanced Certificate program.

A minimum of 24 credits must be taken in residency at NYU, i.e., courses offered by NYU.

A maximum of 9 graduate credits may be considered for transfer from other universities; these are evaluated by faculty advisors to establish whether they meet criteria established by the Steinhardt School.

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

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.

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 register for either 1 credit of Independent Study or for “Maintaining Matriculation” in Steinhardt (in consultation with their academic advisor), which provides students with access to all University facilities.

Admissions Criteria
Applicants for the Certificate program must have:

1. A Master’s degree from an accredited institution of higher education;
2. A minimum cumulative grade credit average of 3.0 for the Master’s degree;
3. Formal academic background in education and, preferably, psychology;
4. Prior professional work experience in the field of education, preferably related to educational communication and technology;

5. Basic or, preferably, intermediate skills in one (or more) technology, e.g., computer-based multimedia, web, or productivity tools; video;

6. (International students) a minimum TOEFL score of 600 (written) or 260 (computer); an acceptable TWE score (if available).

The following additional criteria will be used for all students, including those whose GPAs, TOEFL scores, academic background or professional work experience do not fully meet expectations described above:

1. **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.

2. **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.

3. **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.

4. **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.

**Step 1**

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 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, 239 East Building, Suite 300, New York, NY 10003.

**Step 2**

Interview: Following submission of all materials, applicants may be asked to attend an admissions interview.

**Step 3**

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). For additional information relevant to international applicants, refer to NYU’s Office of International Students and Scholars for details on additional application and admissions procedures: http://www.nyu.edu/OISS/

### THE DOCTOR of PHILOSOPHY DEGREE

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

The **Handbook for Doctoral Study** details course and research requirements, policies and procedures, for students in all Steinhardt doctoral degree programs. It is available at:

### Academic Requirements Summary

Within the School-wide framework, ECT’s requirements for the doctoral degree follow.

The Ph.D. in ECT is a 57 credit program, comprised of two major categories of course work: ECT coursework (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’ individuals 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. **General guidelines:**

   A. **ECT COURSE WORK** ................................................................. (21 credits)

      **THEORETICAL FOUNDATIONS** (required)

      | Course Code | Course Name                                      | Credits |
      |-------------|--------------------------------------------------|---------|
      | EDCT-GE 2174 | Cognitive Science and Educational Technology I         | 3       |
      | EDCT-GE 2175 | Cognitive Science and Educational Technology II        | 3       |
DESIGN FOUNDATIONS
EDCT-GE 2015 Interaction Design for Learning Environments ........................................... 3
EDCT-GE 2017 Architecture of Learning Environments ....................................................... 3

RESEARCH COURSES AND DOCTORAL SEMINARS
EDCT-GE 2075 Digital Video Ethnography; Cultural Interpretation with New Media .......... 3
EDCT-GE 3076 Advanced Seminar in Research & Practice in Instructional Technology .... 3
EDCT-GE 3315 Doctoral Colloquium in Educational Communication & Technology ...... 1

ECT/DMDL SPECIALIZATION COURSES ................................................................. (see list, page 5)

B. SCHOOL-WIDE REQUIREMENTS .................................................................(36 credits)

1. Educational Foundations (chose with advisor's guidance) .................................. 6
2. Program Content Seminar (in ECT) ........................................................................ 3
   EDCT-GE 3311 Content Seminar: Research in Instructional Technology
3. Research Electives (see Dept of Interdisciplinary Research Studies) .................... 15
4. Specialized Research Method (see Dept of Interdisciplinary Research Studies). ...... 3
5. Dissertation Proposal Seminar ................................................................................ 3
   EDAD-GE 3400 Dissertation Proposal Seminar
6. Cognates .................................................................................................................. 6
   "Cognates" are graduate-level professional electives. These courses may be taken in
   programs other than DMDL/ECT or selected from DMDL/ECT specialization courses.

C. Writing and Research Requirements

1. The Candidacy Paper
2. Appointment of Dissertation Committee
3. Dissertation Proposal
4. Dissertation Research
5. Oral Defense of the Dissertation

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

3 Advanced standing (or transfer credit) is not granted at the doctoral level. However, (1)
   appropriate graduate level course work taken at another university may be considered for
   exemption from specific course requirements; and (2) graduate level course work completed
   at New York University prior to official matriculation or taken in at any accredited university
   and not applied toward fulfillment of requirements for a previous degree (none to exceed 18
   credits) may be approved toward fulfilling the 36 credit residency requirement.

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

5 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.

6 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 3-
   credit course (at minimum) at the graduate level. When doctoral students are not enrolled in a
   course in a given semester within the tenure period, they are required to register for either 1
   credit of Independent Study or for "Doctoral Advisement" in Steinhardt (in consultation with
   their academic advisor or dissertations chairperson) which provides students with access to all
   University facilities.
Admission Criteria

Applicants to the doctoral program must have:

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

The following additional criteria will be used for all students, including those whose GPAs, GREs, TOEFL scores or academic background do not fully meet expectations:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.
**Step 1**

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 can also be found at [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, 239 Greene Street, Suite 300, New York, NY 10003.

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 <mailto: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, 239 Greene Street, Suite 300, New York, NY 10003.

**Step 2**

**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.
Step 3
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). For additional information relevant to international applicants, 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

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.

The Program in Educational Communication and Technology 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

Step 1
Submit application materials electronically 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.

Step 2
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.

Step 3
Bring the completed registration worksheet to a faculty advisor in the DMDL offices in order to obtain approvals to enroll in the courses selected (239 Greene Street, Suite 300).

Step 4
Return the registration worksheet to the Special Student Advisor, showing approvals, for assistance with course registration.

Special Students must obtain clearance to register each semester (Step 2), and then repeat Steps 3, 4, and 5.

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.
For additional information, applicants should refer to the Steinhardt School of Culture, Education and Human Development homepage, 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.