PROGRAM IN
EDUCATIONAL COMMUNICATION AND TECHNOLOGY
Department of Administration, Leadership, and Technology

ECT GUIDE FOR DOCTORAL STUDENTS, FALL 2012

Faculty
Associate Professor Christopher Hoadley, Co-Program Director
Associate Professor Francine Shuchat Shaw, Co-Program Director
Professor Jan Plass, Co-Director, CREATE
Professor Ricki Goldman, Co-Director CREATE
Instructor Leonard Majzlin
Instructor Frank Migliorelli

The ECT Program ........................................................................................................ 2
Faculty, Staff, & Resources ......................................................................................... 4
ECT Courses Offered .................................................................................................. 5
Course Descriptions .................................................................................................... 6
Ph.D. Course Requirements ....................................................................................... 12
Research Requirements and Benchmarks ................................................................. 13
Academic Requirements ............................................................................................. 13
Electives of Interest .................................................................................................... 15

82 Washington Square East, 6th Floor NY, NY 10003 (212) 998-5520
Doctoral Program

Educational Communication and Technology

The Ph.D. program in Educational Communication and Technology is a rigorous research-oriented doctorate that prepares scholars who study the relationship between people, technology/media, and learning in all contexts. ECT doctoral students are trained in cognitive science, the learning sciences, and games studies, and design-based methodologies to conduct original research on how technology and media can support learning. Doctoral students can also participate in our design-oriented studio-based learning courses, and are encouraged to combine theoretical research with design and practice in appropriate learning contexts. The program is highly selective and fully funded for full-time students.

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 scaffold 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).

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.

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.

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).
DMDL/ECT Faculty and Staff

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

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

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

Associate Professor Francine Shuchat Shaw
Co-Program Director
(212) 998-5187, francine.shaw@nyu.edu

Leonard Majzlin, Adjunct Faculty
(212) 998-5520, lenmajzlin@aol.com

Pless Hall, 82 Washington Square East, 6th Floor

Frank Migliorelli, Adjunct Faculty
(212) 998-5520, fmigliorelli@esidesign.com

Sava Singh, Program Assistant
(212) 998-5520, sava@nyu.edu

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

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

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

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

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
ectdmdl@nyu.edu

Program Listserv
List for current students, alumni, and friends of the program
join-ed-comm-tech@lists.nyu.com

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

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

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

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

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

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

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

Office of Graduate Studies, for Doctoral students
http://steinhardt.nyu.edu/doctoral/
http://steinhardt.nyu.edu/doctoral/policies/
### Theoretical Foundations

- 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

### Design Foundations

- EDCT-GE 2015 ... Interaction Design for Learning Environments ........................................... 3
- EDCT-GE 2017 ... Architecture of Learning Environments ..................................................... 3

### Specialization Courses

#### 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 ........................ 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

- EDCT-GE 2500 ... Video Games and Play in Education ......................................................... 3
- EDCT-GE 2505 ... Designing 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 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
COURSES 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
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.

**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 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
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, 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 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.

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 215, 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 technologies 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  
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 2520  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 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.

Specialization: PROFESSIONAL APPLICATIONS

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 demonstra-
tions, 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 independent 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.

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 for students with a focus on how technologies are used as tools in educational research. The course will also interest 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.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY

DOCTOR of PHILOSOPHY DEGREE

Academic Requirements Summary
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' 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.

Students should select their classes in conjunction with their academic advisor. Please use the Course registration worksheet (advising form), and once your advisor has approved it, turn it in to the department staff in 600 Pless Hall. After the department enters your advisor clearance (typically within 1-2 business days), you can sign up for courses online in Albert. All Ph.D. students should register for the doctoral colloquium course each semester.

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 Instruc 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) ........................................................................................................ 3
   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 15.

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 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 appro-
val to conduct their studies from the University Committee on Activities Involving Human Subjects.

d. The dissertation proposal
   Application to University Committee on Activities Involving Human Subjects
   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.

e. 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.
ACADEMIC REQUIREMENTS

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

b. 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.

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

d. 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.

e. 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.
ELECTIVES OF INTEREST

STEINHARDT, GRADUATE LEVEL COURSES

A. Examples from Applied Psychology

APSY-GE 2082 Problem-Solving & Thinking
Influential factors, processes, & theories pertaining to problem solving & 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 & math education, & the development & evaluation of novel curricula to teach critical thinking skills.

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

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

APSY-GE 2197 Perceptual Development
Basic sensory & perceptual processes & functioning of child’s & adult’s senses in acquiring information of the physical & social world. Terminology & measures, visual & auditory sensitivity, infant attention, classification & labeling, sensory-cognitive adaptation, theories of perceptual learning & 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
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, understanding 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 & research on adolescent development with a particular focus on adolescents from diverse cultural backgrounds. Topics include: identity development; family & peer relationships; sexuality; risk-taking behavior; & the impact of family & peer relationships, schools, & neighborhoods on psycho-social adjustment. Different methodological approaches to the study of adolescent development will be examined. Implications for prevention & 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 & a range of theories including feminist & gender theory, radical theory, psychoanalytic theory, & life-span development theory. Topics include theories of gender development, ethnic/racial differences, sexuality, adult roles of work, marriage, & parenting, problems such a sexual abuse & eating disorders, & counseling & psychotherapy with regards to gender.

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

APSY-GE 3103 Historical Perspectives of Psychological Theory
Influence of philosophy & early systems of psychology on contemporary views. Examination of British empiricism, structuralism, Gestalt psychology, behaviorism, & 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 & ethical values embodied in computer & information systems, & new media. Students examine work in the philosophy & social study of technology to understand the rich & sometimes troubling relationship between values & technical design. Course will ask: Is technology neutral? Who should make key decisions? What is the role of scientists & engineers? The course examines specific cases, such as, the Internet, search engines, web-cookies, & data mining from philosophical, empirical, & 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. Relevant 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 highly 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 & methods of qualitative research; (b) introduce several approaches to inquiry, including: ethnography, case study, phenomenology, grounding theory, & narrative inquiry to name a few; (c) practice the art of interviewing, observing, & making meaning of social settings; (d) explore a variety of methods for analyzing qualitative data such as thematic analysis, narrative analysis, & discourse analysis to name a few, &; (e) learn how to assess the quality & 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. Various 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 with Graduate Level Courses of Interests as Electives

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<tr>
<th>Departments in other NYU Schools with graduate-level electives of interest</th>
<th>Course Number Prefix</th>
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<tr>
<td>Graduate School of Arts &amp; Science</td>
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<td>Anthropology (Program in Culture &amp; Media)</td>
<td>ANTH-GA</td>
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<td>Computer Science</td>
<td>CSCI-GA</td>
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<td>Journalism</td>
<td>JOUR-GA</td>
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<td>Museum Studies</td>
<td>MSMS-GA</td>
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<td>Tisch School of the Arts</td>
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<td>Interactive Telecommunications</td>
<td>ITPG-GT</td>
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<td>Game Design</td>
<td>GAMES-GT</td>
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<td>The NYU Game Center</td>
<td>OART-GT</td>
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<tr>
<td>School of Continuing and Professional Studies</td>
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<tr>
<td>Digital Imaging and Design</td>
<td>MSDI1-GC</td>
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<td>Graphic Communications Management &amp; Technology</td>
<td>GCOM1-GC</td>
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<td>Public Relations &amp; Corporate Communications</td>
<td>PRCC1-GC</td>
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<td>NYU-Poly</td>
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<tr>
<td>Computer Science and Engineering</td>
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<td>Digital Media</td>
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Other Masters Programs in the School for Continuing and Professional Studies Approved for Graduate-Level Courses as Electives

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<td>Global Studies</td>
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<td>Public Relations &amp; Corporate Communications</td>
<td>PRCC1-GC</td>
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<td>Management Systems Information Technology</td>
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<td>Publishing</td>
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