PROGRAMS IN
DIGITAL MEDIA DESIGN FOR LEARNING

Department of Administration, Leadership, and Technology

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

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

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

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

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

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

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

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

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

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

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

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

Alumni also work in cultural institutions such as visual arts and children’s museums, science centers and museums, and historical and international societies. They may work in departments of museum education, interactive exhibit design, or website development intended to relate closely to K-12 curricula for use by teachers and students. Others have experimented with the design of content for handheld devices intended to extend and enhance visitors’ experience. In visual arts museums, 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 through-out state and federal government creating media that facilitates communication and understanding between committees and for the public who visit.

**CONSORTIUM FOR RESEARCH AND EVALUATION OF ADVANCED TECHNOLOGIES IN EDUCATION (CREATE)**

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

**LAB FOR DESIGN OF LEARNING, COLLABORATION, & EXPERIENCE**

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

**GAMES FOR LEARNING INSTITUTE**

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

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

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

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
Steinhart-ect-students@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/
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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.

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. Educa-tional 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.

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

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

EDCT-GE 2550  Educational Technology Studio Practicum: Special Topics
Staff. 10 hours per credit: 1-4 variable credits.

This studio design course, which builds on educational theory, allows students to work collaboratively on an integrated learning & technology (or media) design project for a specific audience. Expert designers, including faculty & external clients, will support students as they create mockups &/or prototypes subject to design review & critique. Students will also have the opportunity to practice skills in instructional design, interface design, information design, & project management. Student roles in the design team will be assigned according to prior experience based on instructor assessment. Supplemental readings related to the design problem &/or design & technology skills needed will be assigned.

EDCT-GE 2551 Educational Technology Studio Practicum: Designing Playful Learning for the New York Hall of Science

Staff. 10 hours per credit: 1-4 variable credits.
Prerequisites: Students must hold graduate status in the Tisch ITP, Steinhardt DMDL, or Steinhardt ECT programs.

"Designing for Playful Learning," will introduce students to modern theories about how people learn, and work to embody those theories in the design of technology-enhanced science learning exhibits. They will have the chance to test those ideas out with real learners at the New York Hall of Science, and subsequently improve on these designs. While the course will begin with a focus on constructivism and inquiry, students will experience the limitations of these learning theories as related to people's emotional and affective responses to instruction so designed. They will subsequently explore two much more "playful" learning modalities to help someone learn science: guided play and design-based science. Students will work in small teams to design and test instruction consistent with both approaches, aiming to teach the same middle school science content in both, so that they can compare and contrast their experiences. Three of the fourteen classes will be held on Saturdays to give students the opportunity to test their instructional designs-in-progress at the New York Hall of Science.

Specialization: GAMES FOR LEARNING

EDCT-GE 2500 Video Games and Play in Education
Hoadley. 30 hours: 3 credits. Spring.

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

EDCT-GE 2505 Designing Simulations and Games In Education
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.

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**Specialization: PROFESSIONAL APPLICATIONS**

**EDCT-GE 2211 Professional Applications of Educational Media in New York City**  
Majzin. 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 Perspective Framework, a framework that enables stakeholders to layer diverse “points of viewing” using the appropriate technologies required to investigate a complex topic.

**EDCT-GE 2018 Integrating Educational Technology in Teaching & Learning**  
Singh. 45 hours: 1 credit. Fall, Spring, Summer.

Prepares students to integrate digital media and technology into curricula. Through demonstrations, hands-on use, and application projects, students gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learner- and teacher-centered educational approaches and goals. Students develop skills in HTML, podcasting, digital storytelling, educational use of Web 2.0 tools (e.g., content management systems, social networks, e-portfolios), digital video, and virtual worlds, and common software packages in order to design and formatively assess engaging learning communities.

**EDCT-GE 2197 Media Practicum: Field Internships**  
Shuchat Shaw. 180 hours: 3 credits. Fall, Spring, Summer.

Prerequisite: Permission of Internship Coordinator. Restricted to DMDL/ECT students who have completed a minimum of 12 credits in DMDL. Includes fieldwork and seminars on campus. Repeatable to a maximum of 6 credits. May be taken a maximum of two times.

Students are placed in internships in the educational media and technology field. The program places students in excellent settings throughout New York City that match their interests and goals. They learn through supervised participation to design, produce, use and evaluate educational media and technology-based learning environments. Internship sites include: media
companies and broadcast and cable networks that produce educational television programs and web environments for all age groups and in all content areas; museums, historical societies and other cultural sites; publishing companies that use both print, video and online technologies for K-12 and higher education; organizations that develop technology-based learning materials for continuing professional education and special interest groups; colleges and universities with designers and producers of educational systems and media as well as complex academic and faculty technology services; companies and independents who produce social documentaries, digital games for learning, and novel educational applications for new portable and hand-held technologies; social service agencies, hospitals, emergency rooms, and clinics where patient and client education and research are frequently done with media and technology; in businesses and corporations that develop employee training and workplace learning media as well as educational media for their clients and consumers; and non-profit, policy, and advocacy organizations using diverse communication technologies to address rights, access, equity issues.

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

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 super-visors on a regular basis throughout the semester to review progress and get feed-back. Projects are submitted, in a form agreed upon by students and supervisors, at the end of the semester.

MASTER OF ARTS CAPSTONE / THESIS PROJECT

EDCT-GE 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 13 for additional information.
MASTER OF ARTS DEGREE PROGRAM

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

Course Requirements

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

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

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

Design
EDCT-GE 2153 ....Educational Video: Design and Production I ......................................... 3
EDCT-GE 2154 ....Educational Video: Design and Production II ........................................ 3
EDCT-GE 2200 ....Media for Museums and Public Spaces .................................................... 3
EDCT-GE 2251 ....Educational Design for the World Wide Web I .................................... 3
EDCT-GE 2177 ....Advanced World Wide Web Design Lab .............................................. 3
EDCT-GE 2510 ....Narrative, Digital Media and Learning ................................................... 3
EDCT-GE 2031 ....Educational Technology in a Global Context ......................................... 3
EDCT-GE 2220 ....Current Topics on Developing Learning Technology ............................ 3
EDCT-GE 2221 ....Developing Learning Technology: iPad and iPhone Development .... 3
EDCT-GE 2550 ....Educational Technology Studio Practicum: Special Topics ...... 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 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 2018 ....Integrating Educational Technology in Teaching & Learning ............. 1
EDCT-GE 2197 ....Media Practicum: Field Internships ....................................................... 3
EDCT-GE 2198 ....K-12 Student Teaching in Educational Technology ............................ 3

Research Courses and Doctoral Seminars
EDCT-GE 2075 ....Digital Video Ethnography: Cultural Interpretation with New Media .... 3
EDCT-GE 3311 ....Content Seminar: Research in Instructional Technology ...................... 3
EDCT-GE 3076 ....Advanced Seminar in Research & Practice in Instructional Technology 3
EDCT-GE 3315 ....Doctoral Colloquium in Educational Communication & Technology .. 1
Independent Study
EDCT-GE 2300...Independent Study ......................................................... variable 1-6

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

c. M.A. CAPSTONE/THESIS PROJECT ......6 credits required
EDCT-GE 2095...Research in Educational Communication and Technology ... variable 1-3

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

❖ Design & Development of Media for Learning
Engaging in the process of ID/design research to develop, field test and revise an original
media/technology-based learning environment that addresses a specific learning need
or problem, group of learners, and set of goals.

❖ Scholarly Critical Inquiry Paper
Engaging in literature research and critical and original thinking to write a scholarly
paper about a well-focused topic in the field -- for example, a problematic or
controversial issue, a pressing question about theory or practice, a historical
development or event, an emerging or promising trend -- including: an introduction to
the topic, its background and context; a theoretical framework with which to approach
the topic; a review, analysis, and synthesis of related literature that reflects multiple
perspectives and seeks integrating concepts; a critique of related literature that
foregrounds strengths, limitations, gaps and implications; an original interpretation that
contributes to the current body of knowledge and understanding; and
recommendations for future research, scholarship, or practice.

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

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

❖ Research Study
Conducting a small, pilot-scale research study, including: a well-focused research
problem and its significance; a conceptual framework with which to approach the
topic; a review of related studies to discover what is known, unknown, and how the topic
has been studied; objectives and research questions; a research design and method for
data collection and analysis; a discussion of findings as they relate to the theoretical
perspective used and findings in previous studies; and recommendations for future
research and practice.
Prerequisites for students who plan to do a research study include one of two of the program's doctoral courses, either EDCT-GE 3311, Content Seminar in Research in Instructional Technology or EDCT-GE 3076, Advanced Seminar in Research and Practice in Educational Technology, and an appropriate research methods course (see Steinhardt's research methods course offerings http://steinhardt.nyu.edu/humsocsci/interdepartmental). These courses would be applied, respectively, to Specialization Courses and Cognate requirements.

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

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

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

✦ Courses must have been completed at accredited colleges and universities, as determined by the Steinhardt School;

✦ Courses must relate to our degree and the student’s professional goals, as determined by the advisor based on official course titles and descriptions;

✦ Courses may not have been applied to another degree.

✦ Courses must have been completed within the last ten years.

✦ Courses must have earned a grade of B or better.

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

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

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

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

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

**Final Undergraduate Transcript**

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

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**POST-M.A. ADVANCED CERTIFICATE PROGRAM**

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

**Course Requirements**

Requirements may be adjusted for alumni of the ECT or DMDL Master of Arts program who have completed courses listed below within the four (4) years prior to matriculation for the Certificate.

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

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

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

**Design**
   - EDCT-GE 2153: Educational Video: Design and Production I ..................................... 3
   - EDCT-GE 2154: Educational Video: Design and Production II .................................... 3
   - EDCT-GE 2200: Media for Museums and Public Spaces ........................................... 3
   - EDCT-GE 2251: Educational Design for the World Wide Web I ................................ 3
   - EDCT-GE 2177: Advanced World Wide Web Design Lab .......................................... 3
   - EDCT-GE 2510: Narrative, Digital Media and Learning ............................................ 3
   - EDCT-GE 2031: Educational Technology in a Global Context ................................... 3
   - EDCT-GE 2220: Current Topics on Developing Learning Technology ......................... 3
   - EDCT-GE 2221: Developing Learning Technology: iPad and iPhone Development .. 3
   - EDCT-GE 2550: Educational Technology Studio Practicum: Special Topics .............. 3
   - EDCT-GE 2551: Educational Technology Studio Practicum: Designing Playful Learning for the New York Hall of Science ......................................................... variable 1-4
Games for Learning
EDCT-GE 2500....Video Games and Play in Education ........................................ 3
EDCT-GE 2176....Simulations and Games for Learning .......................................... 3
EDCT-GE 2520....Research on Simulations and Games for Learning ...................... 3

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

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

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

d. COGNATE ELECTIVES .................................................................................. select 3-6 credits
“Cognates” are graduate-level professional electives. Cognate electives may be graduate-
level courses selected from other programs in Steinhardt, other schools in the University, or from
the list of DMDL/ECT Specialization Courses you have not taken to fulfill the Specialization
Courses requirement. See examples of specific courses and programs of interest in Appendix A.

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

2 Residency
Within the 30-credit requirement for the MA degree, a minimum of 24 credits must be taken in
residency at NYU, i.e., must be courses offered by NYU.

3 Transfer Credit
On recommendation of the adviser, credit for graduate coursework completed at an
accredited graduate institution, not applied to another degree, and not more than 10 years old,
may be granted to a maximum of 6 credits if a grade of B or better was earned for any such
coursework.

Courses must have been completed at accredited colleges and universities, as determined
by the Steinhardt School;

Courses must relate to our degree and the student’s professional goals, as determined by the
advisor based on official course titles and descriptions;

Courses may not have been applied to another degree.

Courses must have been completed within the last ten years.

Courses must have earned a grade of B or better.

4 Scholastic Average
Students must maintain a minimum 3.0 grade point average in DMDL and the overall record.
5 Maintaining Active Status
Students must maintain "active" status every semester, from the semester of matriculation through the semester of graduation. Students are "active" in a semester when enroll for a minimum of 3 credits at the graduate level. When students are not enrolled in a course in a given semester within the six-year tenure period, they are required to "maintain matriculation," to have active status; this is done either by registering for either 1 credit of Independent Study in the program or "Maintaining Matriculation" in Steinhardt (in consultation with their academic advisor). Students approved for a "Leave of Absence" automatically maintain active status. Maintaining active status provides students with continuous access to all University facilities.

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

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

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

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

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

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

More than one hundred organizations in the Greater Metropolitan Area host interns from the ECT Program. These organizations and the work they engage in parallel the various areas in which students have been immersed throughout their graduate work. Settings include educational, cultural, broadcast, communications, publishing, government and public service, non-profit, advocacy, health and social services, corporate training, and media design, and education media research and development organizations.
Following are some examples of ECT internship placements over the last several years: Following are some examples of ECT internship placements over the last several years: New Visions in Media & Education; Chinatown Manpower Project of NY; Museum of Chinese in the Americas, Sesame Workshop and Sesame Interactive; Lucky Duck Productions; Little Airplane Productions; Drury Design; Kralyevitch Productions; Kognito Interactive, Electronic Media Patient Education Institute; Taskstream; American Museum of Natural History, American Museum of the Moving Image; NetAid; and UNICEF.

ACADEMIC ADVISEMENT
Students are assigned to a faculty advisor during their first semester in the program. Faculty members have frequent and convenient office hours. Required meetings include new student orientations and mid-term advisement for curriculum and progress review and course registration for the following semester. Following those meetings, students complete registration through Albert, an on-line registration system students access through their homepage on NYU-NET. Subsequent course changes such as “drops and adds,” once approved by a faculty advisor, are also done through these systems.

With a faculty advisor, new students should review degree requirements and develop a tentative curriculum plan for their studies. At and between course registration periods, students may review their progress with their faculty advisor and alter their curriculum plan as necessary. The faculty advisor’s approval is required in a number of situations, including course registration, enrollment in an Independent Study, when taking an incomplete in a course, and so on.

FOR INTERNATIONAL STUDENTS
Prior to course registration advisement and curriculum planning, new international students must meet with an advisor in the NYU Office for International Students and Scholars (OISS) and with The Steinhardt School of Culture, Education and Human Development’s International Student Advisor. From these two offices, international students will be informed of all steps and procedures they must take prior to the beginning of the school semester.

International students must coordinate their arrival in New York, prior to their first semester as a student, with the OISS schedule for the test of English proficiency. Students must take this test and receive scores (immediately after taking the tests) prior to meeting with their faculty advisors to register for courses and to accessing the ALBERT registration systems. The purpose of this test is to determine whether or not international students will be required to take English language courses during their first semester in the Program.

APPENDIX A: ELECTIVES OF INTEREST

STEINHARDT, GRADUATE LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Psychology</td>
<td>APSY-GE</td>
<td>2000-Level</td>
</tr>
<tr>
<td>Media, Culture, and Communication</td>
<td>MCC-GE</td>
<td>2000-Level</td>
</tr>
<tr>
<td>Interdepartmental Research Programs</td>
<td>RESCH-GE</td>
<td>2000-Level</td>
</tr>
</tbody>
</table>

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 & nurture debates, measurement of intellectual abilities, unitary versus multiple intelligences, understanding race & gender differences, the modifiability versus stability of intelligence, & contextual & 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 as 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, socio-political 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**

**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, GRADUATE LEVEL COURSES OF INTEREST AS ELECTIVES

<table>
<thead>
<tr>
<th>Departments in other NYU Schools with graduate-level electives of interest</th>
<th>Course Number Prefix</th>
<th>First digit of course number</th>
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<tr>
<td><strong>Graduate School of Arts &amp; Science</strong>&lt;br&gt;Anthropology (Program in Culture &amp; Media)&lt;br&gt;Computer Science&lt;br&gt;Journalism&lt;br&gt;Museum Studies</td>
<td>ANTH-GA&lt;br&gt;CSCI-GA&lt;br&gt;JOUR-GA&lt;br&gt;MSMS-GA</td>
<td>1, 2, 3</td>
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<td><strong>Tisch School of the Arts</strong>&lt;br&gt;Interactive Telecommunications&lt;br&gt;Game Design&lt;br&gt;The NYU Game Center</td>
<td>ITPG-GT&lt;br&gt;GAMES-GT&lt;br&gt;OART-UT</td>
<td>1, 2</td>
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<tr>
<td><strong>School of Continuing and Professional Studies</strong>&lt;br&gt;Digital Imaging and Design&lt;br&gt;Graphic Communications Management &amp; Technology&lt;br&gt;Public Relations &amp; Corporate Communications</td>
<td>MSDI1-GC&lt;br&gt;GCOM1-GC&lt;br&gt;PRCC1-GC</td>
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<tr>
<td><strong>NYU-Poly</strong>&lt;br&gt;Computer Science and Engineering&lt;br&gt;Digital Media</td>
<td>CS&lt;br&gt;DM</td>
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Other Masters Programs in the School for Continuing and Professional Studies Approved for Graduate-level Electives

- Digital Imaging and Design
- Graphic Communications Management & Technology
- Fundraising
- Global Studies
- Public Relations & Corporate Communications
- Direct Marketing Communications
- Human Resources Management & Development Coaching
- Management Systems Information Technology
### Appendix B: Planning Your Curriculum

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<th></th>
<th>YEAR 1</th>
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<td>EDCT-GE 2158</td>
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<td>EDCT-GE 2174</td>
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<td>EDCT-GE 2015</td>
<td>Interaction Design</td>
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<td>EDCT-GE 2017</td>
<td>Architecture of Learning Envir</td>
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<td><strong>SPECIALIZATION COURSES</strong></td>
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<td><strong>ELECTIVES (DMDL or OTHER)</strong></td>
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<td><strong>CAPSTONE/THESIS</strong></td>
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