Department of Educational Psychology

Instructional Design & Educational Technology Program

THE UNIVERSITY OF UTAH

Student Program Manual

Instructional Design & Educational Technology (IDET) Program

Department of Educational Psychology
University of Utah

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Contents

Purpose of this Program Manual

The purpose of this program manual is to provide you with helpful information about the IDET program, including policies, procedures, and necessary steps toward graduation. Many of the answers to typical questions that IDET students have about the program can be found in this manual. However, please do not hesitate to contact the Department of Educational Psychology's Academic Advisor, JoLynn Yates (jo.yates@utah.edu) or the IDET program director, Kirsten Butcher (kirsten.butcher@utah.edu) if you have additional questions. We are committed to your success and we are here to help you!

General Program Information

Program Overview

What is the IDET program?

The Instructional Design and Educational Technology (IDET) program at the University of Utah is a master's degree program in the Department of Educational Psychology. The goal of the program is to prepare students to analyze, design, evaluate, and to develop/implement technology-based instruction for educational contexts. The faculty in the IDET program believe strongly that a theoretical foundation in cognition and learning best prepares students to implement technology in meaningful ways, even as technological tools and educational contexts change over time. For this reason, the IDET program seeks to integrate theory with practice, helping students understand how, when, and why certain technology designs and interactions are best suited to particular learning goals.

As its name may indicate, the IDET program focuses both on "instructional design" and "educational technology" as foundational elements for cyber-enabled educators and for developers who are creating materials and systems for technology-based learning. Effective technologies for learning must be designed to support relevant learning processes and meaningful learning outcomes. At the same time, the unique affordances and capabilities of modern technologies should be leveraged to provide meaningful and interactive experiences for learners. The IDET program seeks to educate students about this fundamental balance between cognition and technology; we expect our graduates to be thoughtful and knowledgeable about how, when, and why technology can be used to improve and support meaningful learning experiences in diverse educational and instructional contexts.

Will I learn how to be a programmer?! Do I already need to be a technology whiz?!

It should be noted that although the IDET program seeks to provide you with as many practical development skills as possible, IDET courses are not designed as advanced programming courses per se. Some technologies require significant background knowledge (e.g., prior knowledge in programming) in order to be implemented in advanced ways. However, prior programming or technology experience is not required for the IDET program. We recognize that your prior expertise will play a role in determining how advanced your skills can become during a five-semester master's program. The IDET program will provide you with the knowledge you need to analyze, evaluate, design, and develop educational technology according to your own unique abilities and goals. We seek to tailor the program to work for diverse groups of students, which

is one of the reasons that we keep IDET cohorts small (around 15-20 students). If you are a classroom teacher who mainly uses email, by the end of the program you should expect that you will be able to implement web content, evaluate the educational potential of new and existing technologies, and develop polished multimedia materials and trainings for your students or other learners. If you are a professional programmer who spends the day working with code, you should expect that the program will help you decide when, how, and why to implement certain materials, designs, and interactions within the systems that you develop.

Program Model

Cohort Model

The IDET program operates on a cohort model. Each fall, the IDET program starts a new cohort that will graduate in five semesters (two academic years and the intervening summer semester). The IDET program purposefully keeps its cohort small (around 15-20 students) in order to provide individualized attention and customized instruction, feedback, and support across the program. Most cohorts are comprised of students with a range of backgrounds, diverse experiences/expertise, and different academic/professional goals. IDET graduates report that working on group projects with diverse colleagues proved to be a very valuable part of their education and enriched the quality of their learning during the IDET program. Cohorts tend to become quite close knit over the course of the program; graduates frequently stay in touch even after completing the program.

Another benefit of the cohort model is that the Department of Educational Psychology schedules its IDET courses according to cohort needs. By enrolling in the fall semester and completing two courses per semester (as per the cohort schedule), IDET students earn their M.Ed. degree in only five semesters. Because the Department of Educational Psychology schedules the necessary cohort classes each semester that they are needed, IDET students who stay on their program of study will not be faced with the situation of needing only one more class to graduate but having to wait a semester or two until it is offered. Class availability can be a concern at large universities, but not for IDET students. IDET students are able to earn their M.Ed. degrees on time!

IDET Degrees

M.Ed. degree

The M.Ed. is a Master's of Education degree. The M.Ed. degree requires 30 credit hours of work. Each cohort takes two 3-credit classes per semester, allowing the M.Ed. degree to be earned in five semesters. Students entering the IDET program automatically are accepted to the M.Ed. degree track.

The M.Ed. is a good choice for practicing teachers, professionals, and others who wish to enhance their knowledge and earn their master's degree as part of their personal and professional development. Most of our IDET students choose to earn the M.Ed. degree.

Class registration note: Most IDET courses require a **registration code** to enroll. This ensures that IDET courses will not fill up before the IDET cohort has registered. Please register as early as possible; email JoLynn Yates (jo.yates@utah.edu) for the registration code.

Program of Study: M.Ed. degree

Fall Year 1

- Classes
    - ED PS 6451: Foundations of Learning
    - ED PS 6430: Foundations of Instructional Design

Spring Year 1

- Classes
    - ED PS 6440: Human Computer Interaction & Emergent Technologies
    - ED PS 6560: Multimedia Learning

Summer Year 1

- Classes
    - ED PS 6446: Integration of Educational Technology
    - ED PS 6447: Introduction to Web-Based Tools and Applications

Fall Year 2

- Classes
    - ED PS 6035: Assessment Design & Analysis
    - ED PS 6431: Advanced Instructional Design
- Additional Activities
    - Apply to graduate for spring semester:
      http://registrar.utah.edu/handbook/graduategraduation.php

Spring Year 2

- Classes
    - ED PS 6445: Leadership in Instructional Design and Educational Technology
    - ED PS 6750: Advanced Projects in Instructional Design (Capstone)
- Additional Activities
    - Present capstone project to IDET/LS faculty (committee assigned)

M.S. degree

The M.S. degree is a Master's of Science degree and requires 36 semester hours of credit for completion. As you can see by the list of requirements and activities at the end of this section, the M.S. degree has a significant research focus and requires a *great deal* more time and effort than the M.Ed. degree. For most IDET students, the M.Ed. degree best matches their career and academic interests. However, students who have a strong and clearly defined interest in moving into a research-based Ph.D. program after the IDET program may be well served by earning the M.S. degree. Students who are most successful in earning the M.S. degree have specific interests in an area of learning and technology, have clear academic goals that require research experience, and have *significant* additional time (at least 15 hours per week *in addition* to the time required for IDET classes and homework) to devote to M.S. research and activities.

Most IDET students who pursue the M.S. degree have found that the additional requirements mean that they must spend 1-3 additional semesters enrolled at the University. Although these students often walk with their cohort during convocation, they usually do not earn their M.S. degree until the fall or spring *after* the M.Ed. students finish their degrees. If it is important that

you complete your master's program in five semesters (e.g., you are moving to Peru after five semesters), we would *strongly* encourage you to stay in the M.Ed. degree track.

Many times, IDET students are interested in the M.S. degree because they have general long-term goals that may include additional academic study (e.g., "Someday I'd like to earn a Ph.D."). Our experience has been that these students tend to struggle in completing the M.S. degree in a timely manner and often wind up dropping out of the M.S. track altogether, particularly if the student is working full-time during the academic year. You should note that earning a M.Ed. rather than an M.S. does not prevent you from entering a Ph.D. program in the future. Therefore, it is important to consider if the M.S. is the right degree for you at the present time; you will want to carefully consider your current time commitments as well as your professional goals/needs. The IDET and Learning Sciences faculty will be able to provide you with helpful advice about whether or not the M.S. program seems to be a good fit for you. We want all IDET students to be successful, so our advice often is based upon your needs/goals as well as the time that you have available to dedicate to M.S. degree study. Advising students against the M.S. degree is **not** a judgment on your academic potential or long-term abilities. It simply may not be the right degree for you at the current time, given your present circumstances.

If you think you may be interested in the M.S. degree, you must meet with at least two members of the IDET faculty by the end of your first semester in the program. The purpose of this meeting is to get faculty advice on seeking this degree as well as in identifying potential topic areas for your thesis based on the research programs of the IDET faculty.

For a successful thesis, it is advisable to pursue an area of research aligned with the research of one of the IDET faculty. You must have a thesis advisor secured from the faculty before you apply to switch to the M.S. track in the spring of your first year. *Please note*: the faculty member must agree to supervise your thesis work and to take you on as an M.S. student. Serving as an M.S. advisor to an IDET student is a significant time investment for a faculty member. At times, a faculty member may be unable to work with you due to their existing advising/mentoring responsibilities. The IDET program director may encourage you to select a specific advisor in order to balance student loads across the IDET faculty. This is for your benefit, as it helps to ensure that your faculty advisor will have adequate time to give you personalized attention as you develop your research thesis.

> Thesis credits note: You must be enrolled in thesis credit hours (ED PS 6970: Graduate Thesis Hours) during the semester you will defend your master's thesis. Students must be enrolled in a minimum of 3 credit hours to be considered an active student in the department.

Program of Study: M.S. Degree

Fall Year 1

- Classes
    - ED PS 6451: Foundations of Learning
    - ED PS 6430: Foundations of Instructional Design
- Additional Activities

- Meet with IDET program faculty about M.S. interests
- Secure a thesis advisor from IDET or Learning Sciences faculty

Spring Year 1

- Classes
  - ED PS 6440: Human Computer Interaction & Emergent Technologies
  - ED PS 6560: Multimedia Learning
- Additional Activities
  - Take GRE if no current scores on file
    - Scores must be on file before applying to switch degree tracks
  - Apply to switch to M.S. degree track
  - Begin to meet with your thesis advisor to identify a topic

Summer Year 1

- Classes
  - ED PS 6446: Integration of Educational Technology
  - ED PS 6447: Introduction to Web-Based Tools and Applications
  - ED PS 6010: Introduction to Educational Statistics
- Additional Activities
  - Work with thesis advisor to solidify topic/approach for thesis
  - Complete literature review and begin thesis proposal

Fall Year 2

- Classes
  - ED PS 6431: Advanced Instructional Design
  - ED PS 6970: Graduate Thesis Hours (3 credits)
- Additional Activities
  - Complete thesis proposal (including literature review and methods)
  - Secure a thesis committee (3 members – thesis advisor is your chair)
  - Formally propose thesis to faculty thesis committee
  - Submit IRB application for thesis research
  - Conduct thesis research (e.g., collect data)
  - Work with advisor to determine likely graduation date. If spring graduation is anticipated:
    - Apply to graduate for spring semester: http://registrar.utah.edu/handbook/graduategraduation.php

Spring Year 2

- Classes
  - ED PS 6445: Leadership in Instructional Design and Educational Technology
  - ED PS 6750 Advanced Projects in Instructional Design (Capstone)
  - ED PS 6970: Graduate Thesis Hours (3 credits)
- Additional Activities
  - Present capstone project to IDET/LS faculty
  - Conduct statistical analyses and finalize research results for thesis

- ▪ Complete thesis write-up
- ▪ Once your advisor agrees you (and your thesis document) are ready, schedule thesis defense date and time with your committee
- ▪ Ask JoLynn Yates to book you a room in SAEC for your thesis defense and prepare your thesis defense paperwork (for committee to sign)
- ▪ Defend thesis to faculty thesis committee
- ▪ Make thesis revisions following defense; advisor signs-off on revisions
- ▪ Following advisor sign-off, submit final thesis to graduate school office (graduate school must review and pre-approve formatting)

Teaching Endorsement

State of Utah Educational Technology Endorsement

This endorsement has two required components. BOTH must be completed:

- Licensed teachers who complete IDET M.Ed. degree have completed the three university courses required for the State Educational Technology Endorsement. https://www.schools.utah.gov/file/ad94ce01-363a-4826-b6e8-4956278fa591
- You must also complete 9 Utah Education Network credits (free of charge): https://www.uen.org/development/etep/

Capstone Projects

IDET students often have many questions about the capstone project. The capstone project is a yearlong project in which you design, develop, implement, and evaluate a technology-based system or tool for learning/education. Although it can seem daunting, the capstone project is the chance for you to synthesize, integrate, and apply what you learned during the course of the IDET program. You should expect the capstone project to be challenging and to require significant effort, but the program will provide you will lots of support along the way.

What form should the capstone presentation take?

A capstone project can take many different forms, as appropriate for different learning goals, for different learners, and for IDET students with different technical capabilities. Some students have created instructional websites, others have designed interactive training and learning modules, and others have designed mobile apps. The faculty will work with you to identify and refine a project that makes sense for you and/or your team.

What are the required elements of a capstone project?

The capstone project must target some form of learning or education. That is, after working with the system/site produced during your capstone presentation, your user should know and/or be able to do something that they could not do before using your system/site. Your system/site also should be something that you are capable of implementing (whether alone or as a group) and it should incorporate the knowledge and skills that you gained during your IDET courses. It also should represent a significant development effort (e.g., a project worthy of a year's worth of work) and should be a usable system/tool at the end of the spring semester.

Can I work in a group for my capstone project?

Yes! In fact, we *strongly* encourage students to work in a group for the capstone project. The different skills and perspectives on a team – as well as having multiple team members among whom the work load can be distributed – results in a stronger capstone project. Across the history of the IDET program, the faculty consistently have found group projects to be more successful and better learning experiences compared to capstone projects pursued by a single student working alone. For this reason, we strongly encourage you to work with a group for your capstone project.

When will I start my capstone project?

You will form a capstone team (or decide to work alone if absolutely necessary), choose a project, and engage in preliminary design activities during your Advanced Instructional Design class (ED PS 6431, during fall semester of your second year). Your instructor will provide some vetted project options from community organizations and university groups who serve the campus and local community.

In the Advanced Instructional Design class (fall semester of year 2), you will work with your instructor and the client to identify goals, conduct a learner analysis, complete an instructional analysis, and develop/test a low-fidelity prototype. In the spring semester of year 2, you will continue to develop, refine, and implement your capstone project as part of your Advanced Projects in Instructional Design class (ED PS 6750). In both classes, you will receive faculty and peer feedback to help you in the conceptualization, development, and evaluation of your project.

I need to see some examples of capstone projects!

We do not like to provide examples of past projects because we find that this tends to limit students' creativity and exploration. (Research shows design projects are significantly more diverse when examples are NOT viewed at the start of the project.) It is a more realistic and useful educational experience to identify a learning goal/need and to decide (on your own and from scratch) how to apply your IDET knowledge and skills to achieve that goal via the creation of innovative technology-supported tools and interactive learning experiences.

I'm nervous about presenting my capstone project to the committee. What if they fail me?!

By the time you are ready to present your capstone project to your committee, you will have had a full year of feedback and guidance from the IDET faculty as well as your cohort. It is not *impossible* to fail the capstone presentation, but anyone in danger should have had plenty of advance warning based on IDET faculty feedback that occurs regularly during the second year classes. A surprise failure at the last moment when you have responded faithfully to a year of feedback is highly, highly unlikely. That being said, you should take the capstone presentation seriously. Prepare a polished and professional presentation that shows off your system/site and how it incorporates what you learned in the IDET program. Practice and time your presentation to fit within your allotted appointment. Be prepared for some thoughtful (and maybe tough) questions about your project – this is what happens when you get a bunch of interested and intelligent people in a room together: they like to ask challenging and insightful questions.

If you are concerned about your progress or performance in the IDET program at any time, please ask a core IDET faculty member to meet with you and discuss your concerns. The IDET faculty are here to help and we are committed to helping you achieve success in the program.

Policies, Procedures, and Deadlines

IDET Program of Study

To remain on-cohort and in good standing in the IDET program, you must be enrolled in the classes aligned to your degree's program of study (see Program of Study: M.Ed. Degree and Program of Study: M.S. Degree earlier in this document). The IDET program of study does not include elective courses, but course replacements will be considered on a case-by-case basis (see below). If you anticipate problems staying on your program of study, please make an appointment to talk to the program director as soon as possible. Deviations to the program of study must be approved by the director and the program faculty in advance and documented in the student's file.

Transfer Credit

As per Graduate School policies at the University of Utah, up to 6 graduate credits may be transferred into the IDET program from another college/university. For course credit to be eligible for transfer into the IDET program, the following criteria must be met:

- The credits were taken at an accredited college or university
- The courses were graded ("credit" courses are not acceptable for transfer credit at the University of Utah) and the student received a letter grade of B or higher
- The course has not been used as credit toward a previously-earned degree
- The IDET faculty have reviewed the transfer course syllabus and agreed that the content is of sufficient similarity to the University of Utah's relevant IDET course

If you have graduate course credit from another institution that you would like to be considered for transfer into the IDET program, please contact the IDET program director (Dr. Kirsten Butcher: kirsten.butcher@utah.edu) and provide a relevant syllabus from the course for review.

Course Replacement Policy

In special cases, the IDET program faculty will consider requests to replace a course in the standard IDET sequence with a different course for students who have *significant* prior knowledge or training in a certain area of IDET training. Course replacement typically requires testing out of the targeted IDET course (using an exam or activity selected by the course instructor) as well as identifying an appropriate replacement course. If you believe you need to replace an IDET course during your program, please make an appointment to talk to the IDET program director (Dr. Kirsten Butcher: kirsten.butcher@utah.edu) as early as possible. You should consult the University online catalog (http://www.utah.edu/students/catalog.php) to identify possible replacement courses; approval must be received by the program director PRIOR to registering for a replacement course.

Graduation Requirements and Deadlines

Grading Policies

As per the grading and credit policies of the Graduate School at the University of Utah (http://gradschool.utah.edu/graduate-catalog/grading-and-credit-policies/), IDET students must

maintain a 3.0 or higher grade point average in their IDET coursework. As per IDET policies, a grade of B- or higher must be earned for a course to be counted toward your IDET degree. IDET classes must be taken for letter grades; no IDET courses counted toward the degree may be taken as credit/no-credit.

Final Capstone Project

In addition to successfully completing their coursework according to the criteria above, IDET students must successfully pass a Capstone presentation to their committee at the end of their degree program. Your Capstone committee must approve your final project as being of sufficient quality and depth for your IDET degree. Please see the section on "Capstone Projects" in this manual for additional information about capstone project expectations and requirements.

Application for Graduation– PLEASE NOTE DEADLINE!

All graduate candidates (both M.Ed. and M.S. degrees) must complete an application for graduation online the semester BEFORE they graduate. For spring graduation, the deadline typically is November 1. Application must be filled out and submitted online:

https://gradschool.utah.edu/current-students/graduation-overview-for-masters-candidates/

If you do not apply to graduate by the deadline, your degree may not be awarded on time and your name won't appear in the convocation program at the College of Education ceremony. Not seeing your name in the convocation program tends to make your friends and family very sad. Don't make your friends and family sad – **remember to apply for graduation on time!** We will endeavor to remind you of this deadline, but please note that due to University rules and regulations, we cannot submit this application for you.

University Policies, Rules, and Support

Student Responsibilities and Code of Conduct

Students are expected to abide by the responsibilities, code of conduct, and standards of behavior outlined in the University of Utah's student handbook.

Tobacco-Free Campus

The University of Utah of Utah is a tobacco free campus. Smoking is prohibited indoors as well as outside on campus where non-smokers cannot avoid exposure to smoke. Smoking is prohibited in all campus buildings, including classrooms, lecture halls, laboratories, offices, work areas, study areas, reception areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, lounges, restrooms, stadium and parking structures. Smoking is prohibited in all partially enclosed areas such as covered walkways, breezeways and walkways between sections of buildings, and bus-stop shelters; areas immediately adjacent to building entrances; and exterior stairways and landings. Please see the University of Utah Tobacco Free Campus Guidelines for more information.

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to get a courtesy escort to a vehicle or building on campus, call campus police at 801-585-COPS (801-585-2677).

If you are in immediate or imminent danger, dial 911! Emergency phone are also located on campus.

You will receive important emergency alerts and messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit https://safeu.utah.edu/.

Campus Wellness

The University of Utah hosts a Center for Student Wellness. The center's goal is to help students have successful academic and personal experiences by encouraging comprehensive wellness. The center accomplishes this by providing information and resources in the form of health education and advocacy services. Health education includes training, resources, and direct services such as HIV/STD testing and well coaching (email: wellness@sa.utah.edu). Victim-survivor advocates are trained to support survivors of sexual and relationship violence; if someone you know is in need of advocacy services, please contact the advocates (email: advocate@sa.utah.edu).

If you are in crisis, call the CrisisLine at 801-587-3000; help is close. Licensed clinicians can provide:
- prompt and compassionate crisis intervention
- suicide prevention, information and referrals
- follow-up services
- emotional support
- assistance to individuals experiencing emotional distress or psychiatric crisis.

The university has additional resources to promote emotional and physical wellness, including the Counseling Center (https://counselingcenter.utah.edu) and the Women's Resource Center (https://womenscenter.utah.edu). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

Practical Information for New Students

Registering for classes

The University of Utah uses an online registration system – you'll need your university ID number (usually referred to as your uNID) in order to log in and register. Visit the registrar's website (http://registrar.utah.edu/register/) for more information and to get started.

> Class registration note: Some IDET courses require a **registration code** to enroll. This ensures that IDET courses will not fill up before the IDET cohort has registered. Please register as early as possible; email JoLynn Yates (jo.yates@utah.edu) for the registration code.

If you have any trouble enrolling in courses or need help in navigating the system, please contact the Department of Educational Psychology's Academic Advisor, JoLynn Yates (email: jo.yates@utah.edu, phone: 801/581-7148).

I can ignore the UMail account that the university set up for me, right?

No, this is not a good idea! In fact, it is a very bad idea.

Please be aware that the Department of Educational Psychology's Academic Advisor (JoLynn Yates) will send important email announcements and reminders to your University email address (your UMail account). Each year, there are a few students who miss critical reminders (e.g., deadlines to apply for graduation) because they have not read important emails. If you do not regularly check your official University of Utah email address, be sure that it forwards to an email address that you use frequently. Instructions about accessing and forwarding your UMail can be found here: http://www.cmes.utah.edu/students/UMail%20Tutorial.pdf

Where are the IDET Professor Offices?

The College of Education building – the Beverly Taylor Sorenson Arts and Education Complex (SAEC) – is where you can find the Department of Educational Psychology (see campus map). The Educational Psychology Academic Advisor, JoLynn Yates, is in SAEC 3243. If you are on the third floor and can't find the Educational Psychology department or any IDET faculty offices (see below), you might be in the half of the building that houses the Tanner Dance program. Exit the building and head northwest (away from Campus Center Drive) to enter the College of Education in the other half of the building. For the safety of children attending programs in the Tanner Dance section of SAEC, interior doors between Tanner Dance and the College of Education typically are locked. The only way to enter the College of Education is through an exterior door.

IDET professors' offices are located on the third floor of SAEC:

- Dr. Kirsten Butcher: SAEC 3248
- Dr. Robert Zheng: SAEC 3234

Class Times and Days

IDET classes meet in the evenings, from 5-8pm. Each class meets once a week and (along with the rest of your cohort) you should be enrolled in two classes each semester. This means you will have an evening class two times during the week for the five-semester duration of the program. We try to schedule these courses on either Monday/Wednesdays or Tuesday/Thursdays (giving you a one-day break between classes), but classroom availability and instructor availability sometimes means that we cannot follow this model in a given semester. The University catalog is online and you can check course schedules as soon as they are available (click the correct semester under "Class Schedules" on this website: http://www.utah.edu/students/catalog.php).

Need Help? Let Us Know!

We welcome your questions, comments, and ideas. For help with administrative issues or academic registration, please contact JoLynn Yates, Academic Advisor for the Department of Educational Psychology. JoLynn can be reached by phone: 801/581-7148 or by email: jo.yates@utah.edu

For questions about the IDET program, contact the IDET Program Director (Dr. Kirsten Butcher) or a core faculty member. Email usually is the best way to contact your professors. If you'd like to learn more about a faculty member, we invite you to browse faculty profiles on the Department of Educational Psychology's website: http://ed-psych.utah.edu/faculty/index.php